



**Evaluation Of Results Of USAID  
Support To The Program For The  
Advancement Of Girls Education  
(PAGE)**

**Prepared for USAID for its Support to the Ministry of  
Education**

**Research Team**

**Alice K. Siachitema Ph.D**

**Roy Kalinda M.A**

**Crispin Sapele**

**Fay Gadsden Ph.D**

**Talaat Moreau Ph.D**

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**Principal Investigator**

**Co-Researcher**

**Data Processor / Statistician**

**Editor.**

**Technical Advisor, USAID  
Washington**

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## ACRONYMS

BESSIP	Basic Education Sub-sector Investment Program
CIDA	Canadian International Development Agency
CHANGES	Community Supporting Health, HIV/AIDS, Nutrition, Gender and Equity Education in Schools
CSO	Central Statistical Office
DEO	District Education Officer
DIP	District Inset Provider
DIS	District Inspector of Schools
DLTTC	David Livingstone Teachers' Training College
EO	Education Officer
EMIS	Education Management Information System
FAWEZA	Forum for African Women Educationalists of Zambia
FGDS	Focus Group Discussions
GRZ	Government of the Republic of Zambia
GEMS	Gender, English, Mathematics and Science
GCE	Girl Child Education
GEP	Girls Education Project
HIV/AIDS	Human Immune Virus/Acquired Immune Deficiency Syndrome
KMS	Kilometers
MICS	Multiple Indicator Clusters
MOE	Ministry Of Education
NGOS	Non Governmental Organizations
NORAD	Norwegian Agency for Development
PAGE	Program for the Advancement of Girls' Education
PEO	Provincial Education Officer
PIC	PAGE Implementation Committee
PCC	Provincial Coordinating Committee
PLA	Participatory Learning Action
PMC	PAGE Management Committee
PMT	PAGE Management Team
PPS	Probability Proportional to Size
PRA	Participatory Research Appraisal
PRSP	Poverty Reduction Strategy Paper
PTA	Parents, Teachers' Association
PTTCCC	Primary Teachers' Training College Coordinating Committee
SEO	Senior education officer
TOR	Terms of Reference
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
UNZA	University of Zambia
VIP	Ventilated Improved Pit latrine
VIPP	
WASHE	Water, Sanitation and Health Education
ZEDUKITS	Zambia Education Kits
ZERP	Zambia Education rehabilitation Project

## **EXECUTIVE SUMMARY**

The aim of this study was to evaluate USAID support to four (4) districts of Southern Province for the period of 1998-2002 in order to provide summative data on the success of that support. This data will inform / direct future efforts on the program. To achieve this purpose, the evaluation used a closed ended questionnaire administered at provincial, district and school levels, in order to capture statistical information on PAGE interventions. It also conducted key-person interviews with selected members of the Equity and Gender Sub committee, as well as PAGE coordinators at provincial, district and school levels. It conducted Focus Group Discussions with teachers, school girls and communities at the school level.

## **FINDINGS**

The overall impression is that PAGE is a very popular program, appreciated by all stakeholders. It is a viable and relevant program with a potential for changing gender relations at school and household levels, and for the improvement of the quality of life for the girl child and consequently that of the boy child as well. Therefore it should not only continue but be given all the support available.

### **Community Readiness to Support PAGE**

This study found that there was a readiness on the part of the community to receive the PAGE program for a number of reasons. Firstly, according to the community, parents saw their future security as being safer with educated girls who can be trusted to be more reliable and caring to their parents than boys. Secondly, the fact that pregnancy was no longer seen as a hindrance to girls' continuation at school, was seen as an additional reason to support her. The readiness of the community to support the PAGE program is shown in practical terms by the statistical indicators in terms of improved enrollment figures, retention, and reduced dropout rates of girls. Although the study is based only on statistical data for two years, there is reason to believe that what the data suggests now might become a trend as long as PAGE continues. Other ways in which the community has shown its readiness to support the program include:

- participation of communities in following up girls who are absent from school in those schools where PAGE committees are functional.
- Compromises parents have made over initiation ceremonies whereby in all districts which practice these rites, they are now held during school holidays.
- The indications observed in the two case studies where communities have begun to change gender roles for the benefit of the girl child both at the school and household levels.

- The fact that the re-entry policy has been taken seriously by communities as is shown in the success stories and the statistical data.
- The amount of work that has been going on to expand the school infrastructure has all been geared to the promotion of the PAGE program

### **Partnership with CHANGES**

Another area where the PAGE program has succeeded is in the partnership with the CHANGES program in terms of preparing the communities for the PAGE program through community sensitization and mobilization. As is shown by the two case studies where CHANGES was implemented, the level of understanding of PAGE principles, as well as commitment to the improvement of the situation of the girl child, not only in terms of education but also in terms of gender roles, was impressive and not observed elsewhere the evaluation team went. Another area where the impact of CHANGES was noticeable is in the transparency of the partnership between the school and the community. The three PAGE schools visited in Kalomo, where CHANGES was also operating were the only ones where PAGE committees were functional and where there was knowledge of the existence of the PAGE bicycle with no friction about its use between the community and the school.

### **Changes in Kalomo**

According to the findings of this study, there are some changes taking place in Kalomo which need to be highlighted:

- Transparent partnership between school and community
- Community involvement in following up girls who are absent from school including the imposition of penalties on defaulting parents
- Changing patterns of gender roles at school and at household level
- The dramatic improvement in terms of statistical indicators such as dropout rates, retention rates and enrollment figures.
- The dying out of initiation ceremonies

## **Problems with Implementation**

Despite the above successes, the program has not been without problems. At the provincial and district levels, the initial implementation of PAGE was affected by uncertainties in the PEO's office and also problems at the district education offices of two of the pilot PAGE districts. There also seemed to be lack of preparedness on the part of management as is evidenced by the fact that crucial interventions such as module 7 and Family Pac, both of which are targeting the community, the school and the pupils, who are the main actors in the program, have still not been delivered to the schools. The distribution system whereby many channels are used to deliver materials to schools has been found to be both a strength and a weakness, the strength being the maximum utilization of available resources and the weakness, being that it makes accountability almost impossible.

## **Affirmative Action**

The area of affirmative action also still needs to be addressed. The study has shown that there is a large cadre of female senior teachers who can be appointed to the positions of deputy and school heads and other qualified women who can be education officers, and even district education officers. Another area of concern is the shortage of qualified teachers in general and women in particular in most rural schools due to lack of proper accommodation and other services. This study has shown that women are willing to stay in rural areas as long there is a standard shelter and other basic services, such as water, etc.

## **Water and Sanitation**

The intervention under Water and Sanitation has been characterized by lack of agreement by the major stakeholders, i.e., WASHE and MOE, especially in the area of VIP latrines. There is confusion not only on number and type of structure to be constructed, but also on the actual type of latrine whether VIP or VIPP. This area has also been characterized by indiscriminate distribution of interventions by WASHE such as boreholes and VIP latrines using vague criteria, which has put MOE in a situation where it is seen as giving differential treatment from one community to the other.

## **Module 7 & Family Pac**

The fact that these two interventions are not in schools means that a girl friendly atmosphere in most schools is lacking and not much have been achieved in the way of systematically engaging parents, pupils and teachers in the learning process.

## **ZEDUKITS**

Most PAGE schools visited had received ZEDUKITS, and teachers in those schools are excited about using them and report that the kit makes teaching and learning interesting.

## **Grants**

All schools visited had received grants, most of them from GRZ. However, the study felt that the grants were inadequate to empower the schools to carry out any meaningful activities.

## **PAGE Bicycles**

With regards to the PAGE bicycles, there seemed to be fairly good maintenance since six (6) out of ten (10) bicycles in the PAGE schools visited were still running. Of concern with regards to the bicycles, was the atmosphere of mistrust which was generated by lack of information on the part of the community about the presence of a PAGE bicycle due to lack of transparency on the part of some schools. This lack of transparency seemed to be a result of the bicycle not being used for the intended purpose.

## **Capacity Building**

The PAGE training strategy, which focuses on a few people at each level, who are in turn expected to train others, has been found to be ineffective because it does not equip the small group with sufficient skills to enable them to train others. This coupled with the absence of module 7 and Family Pac manual has resulted in failure to train fellow teachers and the community.

## **School Capacity in Working with Community**

It was found that while most schools seemed to have a good working relationship with their respective communities, but those with functionary PAGE committees worked together even better.

## **Community involvement**

There was a lot of community activity in the area of provision of building materials for the expansion of school infrastructure, as the community associated the success of PAGE with the improvement and expansion of their respective schools so that their girl children do not have to walk far in order to complete their basic education. The intensity of the activity was relative to the perceived disadvantage of the schools. The more disadvantaged the school was in terms of infrastructure, the more the community labored.

- The study also found out that the community sees a relationship between ZAMSIF / micro-project funding and the achievement of PAGE objectives.
- The criteria used for choosing PAGE schools captured the most disadvantaged schools in terms of infrastructure, staffing, grade levels, distance and accessibility, which proved to be a disadvantage in terms of implementation and monitoring of the program because schools could not be reached easily, staff shortages meant that the programme could not be effectively implemented. In addition, it has put MOE in an awkward position with regards to its re-entry policy because there was no place for girls to continue as some schools terminated at grade four. It also raised community hopes with regards to rehabilitation and expansion of their respective school infrastructure because the community thought the introduction would lead to infrastructure improvement by the government.

### **HIV/AIDS and school clubs**

- Most communities are aware of HIV/AIDS and have been affected by it through loss of close relations. However, there were still some risky practices such as polygamy being practiced in all districts and to some extent, widow inheritance.
- Most schools do have clubs such as drama, sports, Anti-AIDS etc, but the number of pupils involved in the latter was very low. However, the effective running of school clubs is dependent on adequate numbers of teachers in the school and most of the PAGE schools are under staffed.

### **Drought**

- All districts visited were affected by hunger due to the drought of the last season. Absenteesm was high in all schools and both boys and girls were affected. However, in Siavonga district, the effect took a gender dimension as girls were pulled out of school to help sell vegetables in Chirundu to make a bit of money to buy food. This was because girls were more trusted to bring back the money realized from the sales than boys.

### **Community's perception of PAGE**

Most communities perceived PAGE positively. The fact that pregnancy was no longer seen as a hindrance to the girl child's chances of succeeding at school, made investment in her less risk than it was before. Secondly, according to the community, the girl child had proved to be the more reliable and caring to parents than the boy, therefore this was seen as an additional reason for supporting her.

## **Girls' perception of PAGE**

Most girls' understanding of what PAGE was, and how it was supposed to affect their lives was at best vague, and at worst, non-existent. In most schools, girls continue to be teased and made uncomfortable by boys' attentions, due to the fact that there has been no gender sensitization of pupils in most schools.

## **Perceived impact of PAGE**

PAGE is perceived to have had a positive impact through the increase in enrollments, return to school of girls who had dropped out, improved performance of girls through active participation in class, renewed interest in school by girls, reduction in girls' absenteeism, improved relationship between girls and boys through sporting activities etc. Some of these perceptions are borne out by the statistical indicators below.

## **Statistical indicators**

Although the statistical indicators on the program are based on a two year period, they suggest some improvements in girls' enrollments, retention and dropout rates in PAGE schools.

## **Management, Planning and Reporting Processes**

- The PAGE management structure has been found to be too long. Furthermore, it breaks down at the school and community levels where implementation is supposed to take place.
- The fact that there are no fixed schedules for meetings in the management structure at both provincial and district levels affects the implementation of the programme at all levels, as is evidenced by the fact that the PMC did not meet for the whole year in 2001. The fact that the PAGE Steering Committee at the provincial level is inactive has meant that there is no body to oversee the functioning of the PMC. In addition some extraneous events in the PEO and some district offices also affected implementation of the program.
- The fact that there is no capacity for writing plans at school and community level means that planning is affected at the higher levels in the sense that it becomes questionable whether the school / community plan which is taken to the district review meeting represents majority consensus or not. Also, since PAGE committees are not functional in most schools and the PTAs are used for this role, it is not clear whether the action plans taken to the district represents PAGE per se or the usual PTA plans.
- There are weaknesses in the reporting process from the provincial office to the Gender and Equity component at MOE headquarters in terms of timely



reporting and the depth and coverage of the information contained in the reports.

### **Monitoring and evaluation**

- This area was found to be weak, the long hierarchy in the management structure makes both coordination and monitoring difficult .
- Between the province, district and school, it is difficult to track down the whereabouts of essential PAGE materials which are supposed to be at schools, due to weakness in the monitoring mechanism.
- The current monitoring tool, while it captures essential statistical data, is limited in that it does not capture qualitative indicators of other major interventions. It also assumes capacity in record keeping at school level, which is not there.
- The distance and inaccessibility of some PAGE schools have compounded the problems involved in monitoring
- The distribution system of PAGE materials make monitoring and accountability almost impossible.

## 1.0 INTRODUCTION

The Programme for the Advancement of Girls Education (PAGE) is a Ministry of Education programme supported through UNICEF. It aims to promote and improve learning environments for, and create public awareness of the importance of girls' education in Zambia. PAGE was developed within the context of Zambia's and other countries' global commitments to basic education arising out of the 1990 World Conference on Education For All, and reinforced by further commitments at other global meetings such as the Convention on the Rights of the Child, Cairo conference on the Empowerment of women, including girls' education in 1994 and its pledge for the promotion of girls' education at the Kampala Conference on the Empowerment of women through functional literacy in 1995, (A. Bernard, 1999). Thus in Zambia the 1990s have seen major policy developments in the education sector in Zambia, starting with the policy framework 'Focus on Learning', whose major outcome was the Zambia Education Rehabilitation Project, (ZERP-1993-98). ZERP began to address some of the problems identified in the policy framework document in areas such as the training of education managers, gender, improving access to primary education in peri-urban areas through the building of a number of primary schools, providing information on the state of the education system through education policy studies etc. Another major development in the 1990s was the development and publication of a national education policy in a document entitled, 'Educating Our Future', whose major highlights are, decentralization, partnership, gender and equity, efficiency, quality, democratization and effectiveness. An outcome of 'Educating Our Future', was the adoption and formalization in 1998 of a sectoral, rather than project approach to the development of education through the Basic Education Sub Sector Investment Program, (BESSIP). BESSIP has two critical objectives – improving equity and access to basic education through the creation of space, and improving the quality of teaching and learning through the provision of materials, curricula reform and training for teachers. A partnership between cooperating partners and the government, BESSIP intends to systematically pool resources for education and to invest in mutually agreed prioritized policy and strategic areas, (Lungwangwa, et al, 1999, UNICEF, 2002). Other more recent policies and strategies which relate to PAGE are the development of a Ministry of Education Strategic Plan 2003-2007 (2002) and the Poverty Reduction Strategy Paper (PSRP), (2002). The Ministry of Education Strategic Plan adopts a holistic approach to education, recognizing the linkages and inter-dependencies which naturally exist between the various stages of education starting with early childhood, through basic and high school to tertiary education. The Strategic Plan has identified access and quality as the key challenges facing Zambian education, (UNICEF, 2000). Women have been identified by the PSRP, (2002), as one of the groups most affected by poverty due to low levels of education, a very small share in formal sector employment, (12% in 1996 compared to 88% for males, (Jobs for Africa, 2000), higher risk of contracting HIV/ AIDS due to

their social position and biological make-up, all of which concerns, are consistent with the objectives and interventions of PAGE.

## **1.1 Background to PAGE**

The Programme for the Advancement of Girls' Education was initiated in 1994 with funding from the Canadian International Development Agency, (CIDA). It expanded in 1997 with funding from NORAD. Starting in August 1998, the Netherlands Government started supporting PAGE activities at district, school and community levels in Western Province. Irish Aid and the World Food Programme (WFP) are supporting small-scale PAGE interventions in Northern and Luapula Provinces and USAID funds PAGE in four districts of the Southern Province. PAGE draws on the success of the preceding Girl Child Education Project, (GEP, GCE), (A Bernard, 1999, Ponga et al, 2001), which was implemented between 1994 to 1995. GEP's success in supporting advocacy, consultations and research to mobilize attention to gender equity created a natural progression into a second phase of the project which became PAGE, (A. Bernard, 2000). PAGE commenced with research studies conducted in 1995 in Chipata district, Eastern Province and Lusaka district of Lusaka Province to determine the barriers to girls' education. The findings of these studies were disseminated at a national symposium held in 1995 and attended by participants from the MOE and other stakeholders, including traditional leaders, (Banda & Santos, 1999). Based on the findings and recommendations of these studies, a package of interventions was drawn up and pilot-tested by MOE with technical and logistical support from UNICEF from 1995 through 1997 in ten, (10) schools each in Chipata and Lusaka districts. In 1997 the program expanded to selected schools in the remaining seven (7) provinces, covering the whole country. To date PAGE has extended to over one thousand schools (1000) in seventy two (72) districts, (UNICEF, 2002).

## **2.0 PROGRAMME DESCRIPTION**

PAGE is a programme of the Ministry of Education. Its implementation runs through the structures of that ministry from the headquarters, down to the provinces, districts, schools and communities. The program description that follows illustrates the way in which PAGE was designed to be managed, implemented, monitored etc., at the levels indicated above. The program description will be used as a reference for the analysis of the evaluation findings. The United States Agency for International Development has been supporting PAGE activities in forty (40), GRZ schools and two (2), community schools in four (4) districts of the Southern Province namely, Gwembe, Kalomo, Itezhi-tezhi and Siavonga through UNICEF. The support was supposed to be for 1998 to 1999,

but due to the late start of activities, this is now ending in December, 2002. This study is a summative evaluation of the Southern Province component of PAGE supported by the United States Agency for International Development, (USAID).

## **2.1 Situation of Girls' Education in Zambia**

### **2.1.1 School related factors**

PAGE was initiated as a response to the findings and recommendations made by a number of situation analyses and studies which revealed the plight of the girl child with regards to education, (Kelly, 1994, Sinyangwe & Chilangwa 1994, Mwansa, D, 1994). These studies identified a number of issues which impact negatively on the education of the girl child and these were categorized into school and home related factors. The situation of girls' education in Southern Province is no different from that of the rest of Zambia. In every province of the country, there are school and home related factors, which can be identified as constraints on the education of the girl child. According to UNICEF, (1999), there are several issues at school level that affect the participation and progress of pupils in general and girls in particular in Zambia. The facilities at many schools are totally inadequate. Many schools are in a dilapidated state and are in need of extensive rehabilitation. Water and sanitation are crucial issues at many of these schools. While many schools have pit latrines for pupils' use these are often insufficient for the number of pupils and take no account of the special needs of girls. Due to the effect of persistent droughts, many schools have no reliable source of safe water even though they are equipped with wells and boreholes due to the effect of persistent droughts. When toilets are inadequate, water is not available and the disposal of used sanitary pads, a problem, the girl who has just matured may well stop attending school. In many areas, schools are quite far from where children live. When children have to walk long distances to school, their entry age is affected. Until they are big enough, parents are reluctant to send them on their own to relatively distant schools. In particular, they fear for the safety of their daughters on the way. This has led to many rural girls not attending school. Other major issues are that, large numbers of untrained teachers are relied upon to deliver education, particularly in the rural areas. Male teachers are also known to seduce school girls. There are still too few female teachers in rural schools, and too few females in positions of responsibility in all categories of schools. Girls, especially in rural areas, do not have much experience of women in positions of authority and hence they lack suitable role models.

### **2.1.2 Home Factors**

In addition to the factors identified above, there are others relating to the home, which have a negative impact on girls' education. These include the poverty

status of many families who can no longer afford the costs associated with schooling and the poor health and nutritional status of the majority of children, particularly the girl child as a result of cultural norms, which have forced parents to choose to educate boys first. Household division of labor overburdens the girl child with many household chores which leave them little time or energy for school related work. Low literacy levels of parents and other socio-cultural practices, which view the girl child as 'a wife and mother in waiting', (Lungwangwa et al, 1999), all contribute to the girl child's low educational attainments. In order to address these issues, PAGE developed the following goals and objectives:

## **2.2 PAGE Goals and Objectives**

- PAGE seeks to improve girls' access, retention, completion and progression in school through improved delivery of quality primary education, increasing teacher and parental support to the education of girls and building self-esteem and self-confidence in girls.

### **Overall Goals**

- The goals of PAGE are to empower girls and women to fully participate in and benefit from the economic and social development of the nation
- To ensure the survival of girls into adults with particular emphasis on their protection from HIV/AIDS.

### **Objectives**

- To promote and create public awareness of the importance of girls' education and empowerment at national level, within the framework of Education For All program and Convention of the Rights of the Child;
- To improve the efficiency and effectiveness of classroom practices in providing learners, especially girls, with basic competencies;
- To implement specific interventions that directly impact on access, retention and achievement of girls in selected pilot- schools; and
- To support the MOE in monitoring and analyzing data on girls' education

## **2.3 Programme Strategy and Interventions**

PAGE strategies aim to build leadership and commitment among and carry out public advocacy for girl's education; promote policy development for the improvement of primary education with special reference to girls; support research on girl child education and the PAGE program; promote the development of gender sensitive, relevant and appropriate teaching and learning materials; and advocate for an increase in the number of women in the educational system at all levels. It focuses on four critical strategies:

- Research and policy development,
- Advocacy and social mobilization,
- Gender sensitization, and
- Testing and demonstrating specific field interventions to improve girls' education.

### **2.3.1 Research Studies**

According to the MOE, PAGE interventions are specific actions identified through research studies that would advance girls' education and empowerment of girls and women, these actions seek to:

- Increase capacity at PEO, DEO and school levels to run the programme and monitor girls
- Increase teacher support to girls' education
- Increase parental/community support
- Increase self-esteem and self-confidence of girls
- Provide basic teaching and learning materials

Research conducted on Girls' Education provides the information and insight needed to identify and formulate action in support of girls' education.

Ten major studies have been undertaken since 1994. These were supplemented by review reports, situation analyses, advocacy materials and field monitoring and validation reports. The review reports have shown that few teachers in PAGE schools read the studies and consequently teachers have no clear understanding that the interventions being implemented are as part of PAGE are stemming from recommendations of the studies (Mumba et al 1998). This implies that there is no deliberate effort to help teachers access these studies to help them draw linkages between problems facing girls and changes being

introduced in the schools, or their own approach to teaching (Bernard 1999). Another observation made on the research studies is that, subsequent ones have been reviews and evaluations of the program, and there has been no attempt to undertake new research to feed into the programme process.

### **2.3.2 Advocacy and Sensitization**

Advocacy and sensitization on girl's education place gender on the national agenda, build commitment of key stakeholders and mobilize resources in support of girls. Many provinces have launched sensitization campaigns and are currently, building links with FAWEZA to co-ordinate and promote advocacy and sensitization on girls' education and gender. Communities have been mobilized to provide labor and building materials such as sand, stone etc. However review literature on PAGE has wondered whether these actions are results of PAGE campaigns or a consequence of communities seeking to qualify for micro-project funding by reaching a certain level of joint action, (A. Bernard, 1999).

### **2.3.3 Participatory planning and management**

Participatory planning and management enables staff at provincial, district and school levels to improve their capacities to monitor and assess girls' and boys' education more effectively. The PAGE Provincial Implementation Guide, (1999) recommends that annual work plans should be produced in a participatory manner. Thusly plans which are designed at school level, are supposed to be scrutinized by the district and provincial offices to ensure that participatory planning and management guided their design. According to Bernard, (2000: 10), the Gender and Equity Component, in recognition of the need for coordinated planning, brought the Provincial PAGE coordinators together for a joint workshop to present their annual reports and draft their subsequent year's work plans. This initiative seems to have become an institutionalized yearly event, and represents an effort to encourage participatory planning. However, according to Ponga et al, (2001), coordinated planning between the province and district levels seems to be weak because the two offices do not scrutinize plans from the schools, instead, the plans are sent directly to headquarters, where they may be rejected as not having qualified for funding. Consequently the schools concerned lose out on funding. This seems to indicate weaknesses at certain levels of the management structure.

#### **2.3.4 Affirmative Action**

Affirmative action to increase the proportion of women in management of education aims at addressing the gender imbalance in positions of authority and to provide more role models for girls. The PAGE affirmative action for women was tested in Eastern and Lusaka provinces between 1995-97. One study indicated the difficulties of reducing the gender gap among the school heads due to lack of female deputies to be promoted (Banda and Santos 1999). Another study observed that despite the affirmative action intervention, the gender gap has not been reduced, due to female teachers' refusal to be promoted to rural schools which lack facilities like accommodation, water, health services etc, (UNZA Monitoring and Validation Team, 1998).

#### **2.3.5 Girl friendly school module – Module 7**

Module 7 is a school-based program providing teachers with basic training on gender and understanding oneself and becoming agents of change. It is also implemented through the mainstream in-service teacher training programme as Gender, English, Maths and Science (GEMS). In the context of the national in-service teacher training programme, Module 7 provides teachers with specific activities to increase their sensitivity to the needs of girls and to gender neutral teaching. Module 7 was one of the first pilot interventions in Lusaka and Chipata PAGE schools. Literature that reviewed the pilot schools indicate that it is difficult to trace the effect of module 7 due to lack of consistent monitoring of individual interventions, (Mumba, et al, 1998, and A. Bernard 1999)

#### **2.3.6 Gender across the curriculum for PTTCs:**

Gender across the curriculum was developed at David Livingstone Teacher Training College in 1995. It was meant to increase gender sensitivity of lecturers and teacher trainees. The Curriculum was tested at DLTTTC and a year later at Chipata Teacher Training College. However, research studies show that the programme lacks gender related materials and literature for the lecturers who are trying to use it. Lecturers rely on their lecture notes from the gender course and as a result, they are seen as having no confidence "in tackling gender topics" by their students (Bernard 1999). Recent information however, indicates that books on gender are coming into the Teachers Training Colleges, thus this situation has been remedied, (Oxford Publishers, 2002).



### **2.3.7 Family-Pac**

Family-Pac is meant to engage parents, teachers and pupils together in positive classroom learning experiences which increase parental support for girls' education. Family Pac was pilot tested in the first twenty (20 ) PAGE schools. However, the literature reviewed indicates that there is a possibility that the classroom environment is intimidating to many parents. Family Pac workshops are reported as not having been effective with illiterate parents and many were too busy to come for PTA sessions. According to Bernard (1999), there appears to have been no systematic monitoring and evaluation of family Pac as an intervention. Consequently, it is difficult to determine precisely what changes it has brought about. It is equally difficult to determine what partnership the Family Pac sessions have brought about and with what type of parents and whether Family Pac parents are better motivated to help their children with school work or not. However, another study by UNZA Monitoring and Validation Team indicated that literate parents are more able to play positive roles during sessions than illiterate parents (UNZA 1998).

### **2.3.8 School Clubs**

School clubs are meant to foster leadership qualities amongst girls and build their competitive spirit through sports and other school extra-curricular activities. However, a study by the UNZA Monitoring Validation Team, (1998), queried the promotion of sports and clubs without a clear understanding of the objectives of such activities on the part of the teachers, or how these were to contribute in building confidence and leadership qualities.

### **2.3.9 Single Sex Classes**

Single sex classes were introduced in the PAGE pilot phase in Lusaka and Eastern Provinces. They were meant to build confidence and self esteem of girls by creating a classroom atmosphere free of threat and harassment by boys. A study by the UNZA Monitoring team pointed out that there was no significant differences in boys' and girls' grade scores since the split and that it was vividly clear that levels of basic competence were extremely low among all girls, (Mumba et al, 1998), this study feels that it was too soon for the intervention to yield observable results. Another study by Bernard, (1999) observed that there have not been any systematic data collected to determine the effects of single sex classes. However, an uncompleted M.A thesis being written from the UNZA Gender Studies department by A. Zulu (2002) indicates that there is no

significant difference in the test scores of pre-adolescent boys and girls in single sex classes, however, adolescent girls in single sex classes did better than boys. More systematic studies of this nature are required in order to determine the effects of single classes.

#### **2.3.10 Education materials:**

This intervention is intended to provide adequate education materials through the Zambia Education Kit concept, which would ensure availability of basic teaching and learning materials in primary school classrooms. However, studies have revealed that there is a general lack of education materials in schools. According to (Ponga, et al 2001:10), *'successful implementation of the program depends on the availability of reading materials'*.

#### **2.3.11 School grants:**

School grants are aimed at empowering schools to make local decisions based on identified local priorities, needs and constraints and to implement PAGE at school level. However, funding at school level is irregular and inadequate, making it difficult for schools to implement certain interventions (Mumba, et al, 2000).

#### **2.3.12 Community action**

Community action facilitates active community participation in the education of children, especially girls. Based on the barriers to girls' education identified by research studies this intervention is intended to foster attitudinal and behavioral changes at community level in order to promote girls' education, (Banda & Santos, 1999).

#### **2.3.13 HIV/AIDS**

HIV / AIDS is a cross-cutting issue in all PAGE interventions, and is intended to teach life skills to pupils. However, a study by UNZA monitoring and validation team, revealed that HIV/AIDS activities in schools were only promoted towards the International AIDS Day and that none of the schools have trained HIV/AIDS Counselors, (UNZA Monitoring and Validation Team: 2000). There are also no HIV / AIDS reading materials in the curriculum.

### **2.3.14 Intervention based PAGE Achievements**

Research, ( Ponga et al 2001, Banda and Santos 1999), has indicated the following as some of the PAGE achievements however, these have to be understood in the light of the findings of other studies quoted above.

- Family Pac: Family Pac has improved communication between parents, teachers and pupils. It has encouraged parents to understand what goes on in school through open days, prize giving days, home work, parent's signature or older child's signature on home work.
- Single sex classes: they have promoted leadership in girls and positive classroom behavior of girls. They have made girls more confident and assertive.
- School clubs: In central province in Kabwe district, at Jesmine school, it was reported that seven girls are members of Boy Scout and play football and some boys play netball. Eight boys and eight girls are leaders in sport. This has promoted confidence and leadership among girls.
- Changes in attitudes of teachers and MOE employees and teachers are able to do gender analysis of education materials.
- PAGE is also teaching teachers and pupils how to avoid the deadly disease of HIV/AIDS.

## **2.4 PAGE MANAGEMENT**

PAGE is implemented through the existing structure of the Ministry of Education. At the national headquarters, PAGE activities were developed and implemented by five units namely: Planning unit, Inspectorate, Teacher Education, Curriculum Development Centre, and the Human Resources Development Centre.

The entire PAGE management structure is composed of committees at different levels as follows:

### **2.4.1 NATIONAL HEADQUARTERS**

#### **Equity and Gender subcommittee**

This committee is headed by the deputy permanent secretary at MOE and has a membership of senior officers from the Department and Social Welfare, the University of Zambia (School of Education), Curriculum Development Centre, Planning Unit (MOE), Gender in

Development Division, FAWEZA and members from cooperating partners namely UNICEF, CIDA, NORAD, IRISH AID, (UNZA Monitoring and Validation Team 1997). The PAGE Equity and Gender Sub-committee determines PAGE policies and priorities, reviews PAGE reports in order to monitor progress toward achievement of PAGE goals (Ibid). The PAGE Gender and Equity Sub-committee also provides guidelines and feed back to the MOE and UNICEF in the overall direction and implementation of the programme (Banda and Santos 1999).

**PAGE Implementation Committee (PIC):** The membership of which comprises of all MOE heads of departments, and representatives from UNICEF. The PIC implements activities at national level and supports departmental activities at provincial, district, school and community levels and provides guidelines, guidance and assistance to provinces in implementing PAGE interventions, (UNZA Monitoring and Validation Team 1997, Banda and Santos 1999, Ponga, et al 2001). There are so far three (3) documents providing guidelines, namely, *Guidelines for implementation of single sex classes, (UNICEF & MOE, undated)*, *PAGE provincial Implementation Guide, (Santos & Banda, 1999)*, *Creating a Girl friendly School, (MOE, 2000)*.

#### **2.4.2 Provincial Level**

##### **Provincial Management Committee (PMC):**

This committee comprises Provincial Education Officer, District Education Officers, Provincial PAGE Coordinator, PAGE Coordinator for teacher training college, college principal. The PMC is responsible for developing and building linkages with NGOs, such as the church, FAWEZA, local and International aid agencies and community organizations to ensure proper, efficient and effective coordination among different projects. It coordinates activities at provincial level including advocacy, resource mobilization and affirmative action for women (Banda and Santos 1999). It reports to the Equity and Gender focal point at MOE headquarters and is headed by the Provincial Education Officer.

#### **2.4.3 District Level**

This is composed of the District Education Officer as Chairperson, District PAGE Coordinator, School head teachers, other representatives of government departments and NGOs. Its role is to coordinate district activities on gender and girls education within the context of the district development plan, and to build linkages among

different line ministries, NGOs and other organizations e.g. churches and traditional groups. It reports to the Provincial Education Office on PAGE.

#### **2.4.4 School Level**

At school level, there is a PAGE committee composed of pupils, teachers and PTA members (UNZA Monitoring and Validation Team: 1997). The school PAGE committee reports to the District Education Office on PAGE activities at the school. Its role is to orient teachers, pupils and the communities on PAGE. It is also responsible for implementing PAGE activities at the school e.g. implementing single sex classes, Family Pac, Module 7 etc.

#### **2.4.5 Weaknesses of PAGE Management Structure**

Lack of Coordination: Studies have shown that in both articulation and implementation of PAGE, co-ordination among officials of the Permanent Secretary, Provincial Education Officers, District Education officer and school level is marginal or lacking. Due to the difficulties in coordination, the planning process at the various levels is affected, (Ponga et al, 2001).

### **2.5 Monitoring and Evaluation**

The UNICEF proposal to USAID on monitoring and evaluation of PAGE proposed the following monitoring and evaluation structure: Through the decentralization process, provincial / regional and district education offices will be responsible for monitoring project activities at provincial and school levels. A joint consultative committee of NGOs, community, government and UNICEF personnel will be responsible for guiding the implementation of activities, reviewing quarterly reports from provincial and district committees, evaluating activities and monitoring indicators. Quarterly meetings ( April, July October and December), will be convened to review development, discuss reports from the field and monitor activities. Special meetings will be called as needed. The committee will also prepare feedback on the reports and recommendations for the provincial and district committees. A focal person from the provincial education office will ensure the provincial committee develops a work plan based on monitoring reports from the Joint Consultative Committee. This person will ensure that activities are implemented according to the work plan. The provincial and district committees have to assess development of activities within their respective regions and will call monthly meetings. Monthly reports of meetings will be submitted to the Joint Consultative Committee.

Programme monitoring will focus on the achievement of outputs and outcomes (assessment of progress towards the achievement of objectives and expected results) using performance indicators. Monitoring will provide an assessment of programme performance, of collaboration between the MOE, provincial education office and UNICEF, and of the institutional capacity of government, NGOs, schools and communities.

Provincial level activities for advocacy and mobilization will be implemented by specific government agencies and partners, which the Joint Consultative Committee will monitor and evaluate.

Education data will be regularly collected from schools in southern province, a summary of which will constitute a substantial portion of the formal mid-term evaluation of PAGE in June 1999. The same exercise will be conducted in January 2000. These two major reports will comprise the basis of the overall evaluation and report on PAGE programme in Southern province.

Reported data will be completed by Multiple Indicator Cluster (MICS) data to be collected as part of the GRZ/UNICEF programme of cooperation 1997-2001 mid term review in 1999 and possible end of decade monitoring of World summit for Children goals 2000. Southern Province will be over- sampled to capture the impact of UNICEF's programmatic emphasis on this province

The monitoring and evaluation proposal being made above reflects the PAGE management structure described in 2.6 above. The Joint Consultative committee being proposed above seems to be equivalent to the PAGE Equity and Gender Sub-committee described above at the national level, and all other structures being proposed at other levels are similar to those already described in the PAGE Management structure. In terms of monitoring and evaluation, literature indicates that what is being proposed above has not been implemented in practical terms, (Ponga et al, 2001, A Bernard, 1999). In practical terms, what has happened is that due to high staff turnover at the UNICEF office resulting to inconsistent and erratic follow up and monitoring, UNICEF has been unable to play its monitoring role, (UNICEF communication to USAID, September, 24<sup>th</sup> 2001, A Bernard, 1999:18, 2000:6). More formally, another form monitoring of PAGE was done at national level by the University of Zambia Monitoring and Validation Team commissioned by MOE and UNICEF, as well as the MOE itself. Currently the arrangement with the University of Zambia seems to have been put on hold, as is illustrated by the fact that the last monitoring and validation exercise by that institution was undertaken in 2000. UNICEF developed a Global Framework monitoring tool, with monitorable indicators for PAGE, which was pilot tested at provincial level, but proved to be cumbersome, (UNICEF staff, personal communication, 2002). Meanwhile the MOE, with technical support from UNICEF had prepared a monitoring tool to collect statistical information from the schools. This information is collected from schools and passed on to the district, from where it is passed on to the province and finally to headquarters. This seems to be the tool currently being used, coupled with some field visits undertaken from the MOE headquarters, the provincial and district levels. (

*Please note that some of the reports quoted in this section have not been approved by MOE, namely A. Bernard, (1999, 2000), UNZA Validation Team (2000) and Ponga et al, (2001).*

### **3.0 PROGRAM EVALUATION**

In 1997, the MOE and its implementing partner, UNICEF, informed the United States Agency for International Development (USAID) of PAGE expansion plans and the components of expansion that were already receiving support from other donors. Based on further discussions and requests for PAGE support from MOE, USAID entered into a grant agreement with UNICEF to support PAGE activities at district, school and community levels in Southern Province. The beneficiaries who are a focus of PAGE include primary school girls. The USAID supported schools in Southern Province include 40 government primary schools and two community schools, about 10 schools in each of 4 districts. Other donors are supporting PAGE in other provinces, either through UNICEF or directly with the MOE. As part of a coordinated effort of support, USAID agreed that its support would focus at district and school levels and school levels in Southern Province because other donors were already providing support for capacity building, policy and advocacy efforts at provincial and national levels of the MOE. The initial agreement for USAID support was 1998 to 1999; however, no cost extensions of the agreement with UNICEF have resulted in an end-date of December 2002.

Generally, PAGE interventions include Research Studies, Advocacy and Sensitization, Family Pac, Single Sex Classes, Gender across the Curriculum, Gender Sensitive Pedagogy (Girl Friendly Module), Affirmative Action for Women, Participatory Planning and Management, Community Action through PRA / PLA, Life Skills Curricula, Girls' Rights to Education, creation of District PAGE Committees, ZEDUKIT, Anti-AIDS books and School Clubs. Of those, USAID's financial support was directed towards all but the Research Studies, which were being supported at national level by other donors. One additional intervention supported by USAID in Southern Province, but not typically considered a 'PAGE' intervention has been the provision of safe water (e.g., boreholes) and sanitation facilities (e.g., construction of VIP latrines and hand washing facilities and hygiene education).

In its 2002 Annual Work Plan, the MOE Southern Provincial Education Office has indicated its goal to expand the PAGE program from 42 schools in only 4 of its districts to approximately 150 schools in all its 11 districts. By the end of 2002, they plan to have at least 10 PAGE schools in all districts, and about 20 PAGE schools in each of the original 4 districts.

#### **3.1 Rationale**

This evaluation is important for several reasons. USAID's agreement with UNICEF to provide support for the MOE's PAGE initiative ends in 2002; therefore, this evaluation will provide summative information on the success of that support. The MOE is in the process of scaling up PAGE across the nation. This evaluation might inform that scaling process by documenting the Southern Province PAGE experience pointing to successes, weaknesses, challenges and opportunities. From the findings, the evaluation will document lessons learned and suggest recommendations to be considered in the future. The PAGE program pre-dates the launch of the Basic Education Sub-Sector Investment Program (BESSIP) and, in many ways, has not been thoroughly integrated into that program. As the MOE goes through its current restructuring process and begins integrating BESSIP components into its new Directorates, this evaluation may provide some insights as to the planning and reporting processes for PAGE and its interventions. Finally, the monitoring, evaluation, planning and reporting processes of PAGE have been less than satisfactory. This evaluation might provide insights into how the monitoring and evaluation system can be strengthened to better accommodate information needs for Equity and Gender activity managers. For the Statement of Work (Terms of Reference) see Appendix B

### **3.2 Implementation of Terms of Reference**

The implementation of the Terms of Reference for the Evaluation was carried out in 4 stages, stage 1: Preparatory; which included literature review, finalization of the TORs, and meetings with MOE. Stage 2: Pre- and Field work activities which included finalization of research design and methodology, preparation and pre-testing of evaluation instruments, data collection, data entry and analysis. Stage 3: included draft report writing and presentation of preliminary findings to Reference Group.

Stage 4: Final Report writing, submission to USAID and presentation of findings to MOE.

### **3.3 Research Design and Methodology**

#### **3.3.1 Data Collection methods**

Both secondary and primary data was collected for this study. Secondary data collection involved literature review of all documents relevant to the study from MOE, USAID, UNICEF, CIDA, etc., and statistical data from EMIS BESSIP indicator and annual school census data on PAGE and nearby schools for the period of 1998-2001, (as shown in the scope of work), which the data analyst on the research team prepared for the team to take into the field for verification at the provincial, district and school



levels. Primary data collection employed both quantitative and qualitative methods. In this regard, a structured questionnaire was prepared to collect quantitative data on all the PAGE indicators as shown in the scope of work. This questionnaire was administered to the provincial education officer in Southern Province, the district education officers of the four (4) districts with the PAGE supported schools and the head-teachers of the fifteen (15) schools visited. This is because statistical data is found in these offices. Qualitative data was in the form of Focus Group Discussions, in-depth interviews, key informant interviews and case studies due to the different types of the data captured and the variety of stakeholders from whom the data was collected. Key informant interviews were conducted with UNICEF, and MOE, Gender and Equity Component and other members from the Reference Group, PAGE focal persons at provincial, district and school levels. The study worked on the assumption that key informants were those with in-depth information about PAGE activities at national, provincial and school levels including its history and current performance, which will be difficult to capture by using quantitative methods. Focus Group Discussions were also conducted with teachers, pupils, the PTAs and community members of the sampled PAGE schools. FGDs targeted these groups of people because the study wished to capture their collective opinions and perceptions about PAGE and its performance. Case studies were also conducted involving the two PAGE schools in Kalomo where community mobilization and sensitization campaigns have taken place to see how different these were from other PAGE schools in terms of the level of community involvement in school activities and its commitment to girls' education. For a description of the PAGE interventions which were evaluated, see Statement of Work/ Terms of Reference in Appendix B.

### **3.3.2 Study Sites**

Preliminary interviews for this study took place in Lusaka with the Reference Group, and the MOE personnel at headquarters. The actual study sites however, were in Southern Province namely, Livingstone, where the Provincial Education Offices are situated, and the four (4) districts of Gwembe, Itezhi-tezhi, Siavonga and Kalomo, where the forty two (42) USAID supported PAGE schools are situated.

### **3.3.3 Sample Size and Sample Design**

A total sample size of fifteen (15) schools were involved in the study, ten (10) of which were from the forty two (42) USAID supported PAGE schools in the four (4) districts mentioned above and five (5) comparable schools without PAGE interventions in nearby areas. The reason for including comparable schools was to see how PAGE was performing in

relation to schools where there were no PAGE interventions. The break down of the schools sampled is as follows: thirteen (13) schools, eight (8) of which were PAGE, (inclusive of one (1) community PAGE school), and five (5 ) non PAGE intervention schools, one (1) of which was a community school, were selected to represent all 4 districts and types of schools (e.g., urban / peri-urban / rural in each district). In addition two (2) PAGE intervention schools in Kalomo were selected as case studies. The final sample of 10 PAGE schools represents about 25% of the total number of USAID supported schools, a figure representative enough to give an idea of the situation in the other PAGE schools in the four (4) districts in general.

### **3.3.4 Sample Selection Procedure for PAGE Schools**

The original sampling frame made a random selection of (eight) 8 PAGE schools by using Probability Proportional to Size procedure (PPS), with the size measure being the enrolment figures for the year 2000. However, the design from the outset took into account the urban / peri-urban and rural dimension of schools, which was not taken into account in the final random selection. Therefore some adjustments were made in the field to address this situation. Accordingly in Kalomo, Bbelo and Nazilongo replaced Njabalombe and Kasikili from the original sample. Bbelo, (19 Kms from Kalomo DEO's office), was considered to be the nearest PAGE school to Kalomo urban, and Nazilongo as the nearest comparable non-PAGE school. The two (2 ) case studies namely, Katanda (70 Kms), and Najinka (34 Kms), represented the typical rural PAGE schools. In Gwembe, two (2) of the originally selected schools, namely, Chisanga and Kkoma, were replaced by Makuyu and Nakanjele. Makuyu (20 Kms) from Munyumbwe, was considered to be the nearest PAGE school to any modern settlement (Munyumbwe) and Nakanjele, (6 Kms), as the nearest comparable non-PAGE school, Sompani was retained to represent a typical rural PAGE school. In Itezhi-tezhi and Siavonga, the originally selected schools were maintained as it was felt that they adhered to the pattern adopted in the other districts, with Itezhi-tezhi Basic and Matua in Siavonga representing the urban or near urban schools, and Makuzu and Syakalyabanyama, the typical rural PAGE schools respectively. A total of 2 schools per district were selected using this procedure, with the exception of Kalomo. In Kalomo, two (2) PAGE intervention schools namely, Katanda and Najinka were purposively selected as case studies, for reasons already explained above. However, because of time constraints, the two (2) schools were also taken as representing typical rural PAGE schools in the Kalomo district sample. In addition two (2) community schools, namely one (1) PAGE and one (1) non PAGE in Itezhi-tezhi, were also purposively selected due to the fact that there are only 2 USAID supported PAGE community schools, one in Kalomo, and the other in Itezhi-tezhi. It has to be noted however, that the urban / peri-

urban / rural dimension with regards to PAGE schools in Southern Province strictly speaking only applies to Itezhi-tezhi where there are 2 PAGE schools in the vicinity of the District Council offices, elsewhere all PAGE schools are rural.

### 3.3.5 Sample Selection Procedure for comparable Schools

A total of 4 non PAGE schools have been purposively selected by mapping the characteristics of the selected PAGE schools on the non PAGE schools. The sample was spread in the 4 districts as follows:

Table 1 Sample Number per District

District	Number of Schools	Total
Kalomo	2 PAGE Case Studies 1 PAGE school 1 comparable school	4
Itezhi-tezhi	2 PAGE Schools 1 comparable school 1 PAGE community school 1 comparable community school	5
Gwembe	2 PAGE schools 1 comparable school	3
Siavonga	2 PAGE schools 1 Comparable school	3
		15

Table 2 Sample Listing

District	School name	School grade	Sampling	Observations
Gwembe	Makuyu	Middle Basic	Purposive	PAGE
	Sompani	Middle Basic	Random	PAGE
	Nakanjele	Middle Basic	Purposive	Comparable
Kalomo	Najinka	Lower Basic	Purposive	Case study
	Katanda	Lower Basic	Purposive	Case study
	Bbeŋo	Middle Basic	Purposive	PAGE
	Nazilongo	Middle	Purposive	Comparable

		Basic		
Siavonga	Matuwa	Middle Basic	Random	PAGE
	Syakalyabanyama	Middle Basic	Random	PAGE
	Sikoongo	Middle Basic	Purposive	Comparable
Itezhi-tezhi	Itezhi-tezhi Basic	Upper Basic	Random	PAGE
	Makuzu	Middle Basic	Random	PAGE
	Ngoma Basic	Upper Basic	Purposive	Comparable
	Nanhubwe Community school		Purposive	Comparable
	Bushinga Community school		Purposive	PAGE

### 3.3.6 Pilot Study

A quantitative questionnaire targeting the PEO, DEO and school head teachers was prepared and pilot-tested in peri-urban and rural schools in Chongwe district of Lusaka province which has similar socio-economic characteristics to the four districts in the study. The pre-test involved four (4) schools, two (2) peri-urban and two (2) rural, of which two (2) were PAGE and two (2) comparable schools. After the pre-test, the data was analyzed and the instrument adjusted accordingly.

### 3.3.7 Data Collected

Two (2) district PAGE focal persons, and four (4) school PAGE coordinators were not found during the course of data collection, in addition at least four (4) of the PAGE schools were staffed by one (1) or two (2) teachers, in other schools some of the teachers were out to collect salaries or were absent due to some other emergencies, therefore no FGDs were held with teachers in such schools.

Table 3. Summary of Data collected

Type of Data	From whom collected	Number
Questionnaires	PEO	1
	DEO	4
	School Head Teachers	15
Total		20
IN-Depth / Key person interviews	UNICEF	3
	MOE Gender & Equity	1
	Prov PAGE FP	1
	Prov resource center manager	1
	Dist PAGE FP	2
	School PAGE Coordinators	6
Total		11
Focus Group Disc	Community	10
	School girls	10
	Teachers	3
Total		23

In addition to the above data summarized above, physical inspection of such infrastructure as VIP latrines, boreholes and school buildings was undertaken. Community focus group discussions were tape-recorded where possible.

### 3.3.8 Data Analysis

The quantitative data collected is being analyzed using Access statistical package. The qualitative data collected from FGDs, in-depth interviews etc., was analyzed using the Content Analysis method.

### 3.3.9 Personnel

The study was privileged to have a technical advisor from the United States who is a specialist in girls' education to advise the local research team on research design, instrument design and pre-testing. The local team consists of a principal investigator and a co-researcher, both of whom have extensive experience in education research and gender issues in education, and an experienced data analyst who form the core-research team which will execute the study. Other short-term personnel included a sampling specialist from CSO, who advised the team on

sampling procedures, an editor, 2 research assistants, a data entry clerk, a rapporteur and driver.

### **3.3.10 Limitations of Study**

The study was limited by a number of factors, the major one being shortage of time. Fourteen days were reserved for data collection from the field, but this was before the research team realized that most PAGE schools in the province were situated far from the district head quarters and widely apart from each other. For example, in order to cover two schools per day, (as it was necessary sometimes to do, in order to keep to schedule), the team had to start the day at five in the morning and come back at night. The situation was exacerbated by the bad state of roads and terrain, especially in the Gwembe valley, which made some schools not only difficult to access but also dangerous. The fact that some changes had to be made in the field to the originally selected sample to some extent limited the objectivity of the selection, as the substitute schools were purposively selected which led to a reduction of those that were randomly sampled. However, this does not affect the quality of the results nor the representativeness of the study sample because the schools selected shared the same characteristics with those which were left out. Another limitation was that some important documents which should have informed the research team prior to questionnaire formulation and field work were given after data was already collected. These included, UNICEF proposal to USAID on water and sanitation, report on boreholes sunk in the PAGE pilot districts and VIP latrines. The fact that a number of PAGE coordinators were found out of station also deprived the study of in-depth information. Another situation which made data collection difficult was the hunger situation found in all the schools visited as it was not pleasant to extract information out of hungry looking people, this forced the team to provide food for pupils and community members after the interviews.

## **4.0 MAJOR FINDINGS ON PAGE INTERVENTIONS**

The findings presented below are based mainly on data collected from the school level. Data from the province and the district levels is used for elaboration and verification wherever necessary. The major contribution of the province and the districts is on the statistical data on enrollments, progression etc., which will be presented in the last section of this report.

Table 4. School Characteristics

School code	Name of School	Type of school	School PAGE Status
1236	Bbelo	Middle basic	GRZ-PAGE
1657	Itezhi tezhi	Upper basic	GRZ-PAGE
1271	Katanda	Lower basic	GRZ-PAGE
1225	Makuyu	Middle basic	GRZ-PAGE
1664	Makuzu	Middle basic	GRZ-PAGE
1598	Matuwa	Middle basic	GRZ-PAGE
1307	Najinka	Lower basic	GRZ-PAGE
1231	Sompani	Middle basic	GRZ-PAGE
1613	Syakalyabanyama	Middle basic	GRZ-PAGE
1226	Nakanjele	Middle basic	GRZ-Comparable
1317	Nazilongo	Middle basic	GRZ-Comparable
1668	Ngoma	Upper basic	GRZ-Comparable
1608	Sikoongo	Middle basic	GRZ-Comparable
	Bushinga	Middle basic	Community PAGE
	Nahubwe	Middle basic	Comm-Comparable

Altogether fifteen schools, thirteen GRZ and two community schools were visited in the four districts. Nine of the GRZ and one community schools, had PAGE interventions while four (4) GRZ and one (1) community school did not. Two (2) of the GRZ schools had lower basic status, offering classes up to grade four, nine (9) had middle basic status, offering classes up to grade seven, while two (2) had upper basic status offering classes up to grade nine. The two community schools both offered classes up to grade seven.

## 4.1 AFFIRMATIVE ACTION

### 4.1.1 Head teachers

Table 5. Schools by Sex of Head Teacher

School code	Name of School	PAGE Status	Length of Service (yrs)					
			1-5 years		6-10 yrs		11 & above	
			Female	Male	Female	Male	Female	Male
1236	Bbelo	GRZ-PAGE		1				
1657	Itezhi tezhi basic	GRZ-PAGE	1					
1225	Makuyu	GRZ-PAGE		1				
1664	Makuzu	GRZ-PAGE						1
1598	Matuwa	GRZ-PAGE		1				
1231	Sompani	GRZ-PAGE	1					
1234	Syakalyabanyama	GRZ-PAGE		1				
<b>Sub-total</b>			<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
1226	Nakanjele	GRZ-Comparable		1				
1317	Nazilongo	GRZ-Comparable			1			
1668	Ngoma	GRZ-Comparable					1	
1608	Sikoongo	GRZ-Comparable		1				
<b>Sub-total</b>			<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>
	Bushinga	Community PAGE		1				
	Nahubwe	Comm-Comparable		1				
<b>Sub-total</b>			<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Grand Total head teachers</b>			<b>2</b>	<b>8</b>	<b>1</b>		<b>1</b>	<b>1</b>

Affirmative Action is one of the PAGE interventions which focuses on increasing the proportion of women relative to men in the management of education. It aims at addressing the gender imbalance in positions of leadership and authority and to provide more role models for girls (Banda and Santos 1999). The table above shows that only two (2) women from the seven (7) GRZ PAGE schools in the sample have been promoted to headship between 1998-20002, one of them still in an acting position, while during the same period four (4), men were promoted to that position in a substantive capacity. While in the comparable GRZ schools, no woman, but two (2) men have been promoted to the position of head teacher in the period in question. The two (2) community schools had only male head teachers. At the provincial level, four (4) women were promoted to management positions between 1998-2002, while in the same period five (5) men were promoted to similar positions. At the district level, there were three (3) substantive positions held by women, and one (1) in an acting capacity, while



there were ten (10) men in substantive positions and two (2) acting. The description of the data above shows that not much has been achieved in promoting women to management positions at all levels. In an interview conducted at the Ministry of Education headquarters the Gender and Equity personnel said that, *'there is an improvement at school level with heads and deputy heads of schools. However, at higher levels there are losses due to promotions and replacements by male staff i.e. women are promoted to higher positions but their former positions are taken up by males, or women are retired and replaced by males.'* Unless the situation in the other PAGE schools and Southern Province as a whole, is drastically different from those visited, then the statement from the MOE seems to indicate absence of statistical data on the school situation. These findings corroborate those found in Lusaka and Eastern Provinces by the Unza Monitoring and Validation team, (1998). According to the Validation report, the argument for the perpetuation of this state of affairs, was lack of female deputies to promote to headship of schools, and also reluctance by female teachers to accept appointments in rural schools. While these arguments may be true, it is doubtful if male teachers or any one for that matter, would want to live in a place where there is no safe water, in a mud house with health facilities some twenty kilometers away. The fact that schools where such facilities are lacking tend to be staffed by one or two teachers, is a testimony to the fact that even men do shun these places. By requiring female teachers to live in rural schools where there are no essential facilities, the argument represents a contradiction with PAGE objectives which aim at improving the quality of life for women through education. Besides, women have demonstrated that where there is a modicum of facilities, they are prepared to live even in a game park for twenty years, ( e.g woman head teacher at Ngoma camp who has served as head teacher for twenty two years). There seem to be plenty of teachers from secondary schools acting as Eos, and DEOs (Kalomo and Siavonga), therefore the argument of lack of female deputy head teachers to appoint to headship of schools is weak in light of the fact that there are a lot of senior female teachers who can be appointed to these positions It appears that the will to address this situation is lacking on the part of MOE.



Picture 1 : A pleasant looking teacher's house at Matua in Siavonga

#### 4.1.2 Deputy Heads of Schools:

Table 6. Deputy heads by Sex

School code	Name of School	School PAGE Status	Sex of Deputy head		
			No deputy	Female	Male
1236	Bbelo	GRZ-PAGE	0	0	1
1657	Itezhi tezhi basic	GRZ-PAGE	0	1	0
1225	Makuyu	GRZ-PAGE	0	0	1
1664	Makuzu	GRZ-PAGE	1	0	0
1598	Matuwa	GRZ-PAGE	0	0	1
1231	Sompani	GRZ-PAGE	1	0	0
1613	Syakalyabanyama	GRZ-PAGE	0	0	1
<b>Sub-total</b>			<b>2</b>	<b>1</b>	<b>4</b>
1226	Nakanjele	GRZ-Comparable	0	1	0
1317	Nazilongo	GRZ-Comparable	0	0	1
1668	Ngoma	GRZ-Comparable	1	0	0
1608	Sikoongo	GRZ-Comparable	1	0	0
<b>Sub-total</b>			<b>2</b>	<b>1</b>	<b>1</b>
	Bushinga	Community PAGE	0	0	1
	Nahubwe	Comm-Comparable	0	0	1
<b>Sub-total</b>			<b>0</b>	<b>0</b>	<b>2</b>
<b>Grand Total</b>			<b>4</b>	<b>2</b>	<b>7</b>

The table above shows that only one GRZ PAGE of the school had a female deputy head teacher, and four (4) had male deputy heads, the other two (2) PAGE schools had no deputies while two (2) of the GRZ comparable schools

had one (1) male and one (1) female deputy head teachers each. The other two GRZ comparable schools had no deputy head teachers. The two (2) community schools only have male deputy head teachers. The situation at this level simply perpetuates that at the top, and yet according to the MOE *Guidelines for creating a girl friendly school*, (MOE, 2000), the principle guiding the promotions of teachers under PAGE is that where there is a male head teacher, the deputy should be female. If table one is taken into consideration, the figures in table two are not conforming to that principle. This picture confirms the observations made above about headship of schools.

#### 4.1.3 Senior teachers

Table 7. School by Number and Sex of Senior teachers

Name of School	PAGE Status	School code	Senior Teachers	
			Male	Female
Bbelo	GRZ-PAGE	1236	0	1
Itezhi tezhi basic	GRZ-PAGE	1657	3	3
Makuyu	GRZ-PAGE	1225	0	1
Makuzu	GRZ-PAGE	1664	0	1
Matuwa	GRZ-PAGE	1598	0	2
Sompani	GRZ-PAGE	1231	1	1
Syakalyabanyama	GRZ-PAGE	1234	0	1
<b>Sub-total</b>			<b>4</b>	<b>10</b>
Nakanjele	GRZ-Comparable	1226	1	0
Nazilongo	GRZ-Comparable	1317	1	0
Ngoma	GRZ-Comparable	1668	1	1
Sikoongo	GRZ-Comparable	1608	0	1
<b>Sub-total</b>			<b>3</b>	<b>2</b>
Bushinga	Community PAGE		1	1
Nahubwe	Comm-Comparable		0	0
<b>Sub-total</b>			<b>1</b>	<b>1</b>
<b>Grand Total</b>			<b>8</b>	<b>13</b>

According to the table above, there are ten (10) female and four (4) male senior teachers in the GRZ PAGE schools, while in the GRZ comparable schools there three (3) male and two (2) female senior teachers. In the community schools, there is one (1) male and one (1) female senior teachers. This seems to be the first level so far in the PAGE schools where there are many women. Since there is such a pool of female senior teachers, it is not clear why affirmative action is not happening at upper levels. Perhaps they are expected to serve for some

years in that capacity before they can be considered for the next level. If that is the case then there is no affirmative action to talk about.

#### 4.1.4 Trained and untrained teachers

Table 8. Schools by Number of Teachers by Sex and Training

School code	Name of School	PAGE Status	Trained teachers		untrained teachers	
			Male	Female	Male	Female
1236	Bbelo	GRZ-PAGE	2	0	0	0
1657	Itezhi tezhi basic	GRZ- PAGE	14	14	0	0
1225	Makuyu	GRZ-PAGE	4	1	0	0
1664	Makuzu	GRZ-PAGE	3	0	0	0
1598	Matuwa	GRZ- PAGE	4	3	0	0
1231	Sompani	GRZ-PAGE	3	2	0	0
1234	Syakalyabanyama	GRZ-PAGE	6	1	0	0
<b>Sub-total</b>			<b>36</b> <b>41%</b>	<b>21</b> <b>24%</b>	<b>0</b> <b>0</b>	<b>0</b> <b>0</b>
1226	Nakanjele	GRZ-Comparable	2	2	0	2
1317	Nazilongo	GRZ-Comparable	2	4	0	1
1668	Ngoma	GRZ-Comparable	4	4	2	3
1608	Sikoongo	GRZ-Comparable	6	2	0	0
<b>Sub-total</b>			<b>14</b> <b>16%</b>	<b>12</b> <b>14%</b>	<b>2</b> <b>15.5%</b>	<b>6</b> <b>46%</b>
	Bushinga	Community PAGE	1	0	3	1
	Nahubwe	Comm-Comparable	3	0	0	1
<b>Sub-total</b>			<b>4</b> <b>23%</b>	<b>0</b> <b>0</b>	<b>3</b> <b>23%</b>	<b>2</b> <b>15.5%</b>
	<b>Grand Total Teachers</b>		<b>54</b> <b>62%</b>	<b>33</b> <b>38%</b>	<b>5</b> <b>38%</b>	<b>8</b> <b>62%</b>
	<b>% of Teachers</b>					

The table above indicates that there are 41% male and 24% female trained teachers in the GRZ PAGE schools, while there are 16% male and 14% female trained teachers in the comparable GRZ schools. The two (2) community schools have 5% male and no female trained teachers. With regards to untrained teachers, there are none in all the PAGE schools while there are 15.5% male and 46% female untrained teachers in the GRZ comparable schools. In the community schools there are 23% male and 15.5% female untrained teachers. The fact that there are no untrained teachers in the GRZ PAGE schools indicates

that there has been an effort to rectify the situation where there was a prevalence of untrained teachers in rural schools. However the scenario still shows a general shortage of trained teachers and in particular that of female teachers in the rural schools. The situation seems to be much worse in the community schools, where the few teachers that they have are untrained and there is not a single trained female teacher in them. The reasons for this situation are well known and have been commented upon above, but the major one is lack of accommodation. In the area of postings, the MOE is making a concerted effort to ensure that new graduates from teacher training colleges are posted to those schools with inadequate staffing. In most of the GRZ schools visited by the evaluation team, a number of new teachers were found, except in Kalomo district where no new teachers were found in the schools visited. In Itezhi-tezhi, about four (4) graduates from Nkurumah teachers college were found at Itezhi-tezhi basic, a number of male and female teachers at Ngoma, Sompani in the Gwembe, and at Matua and Syakalyabanyama in Siavonga district. The problem, as mentioned above, is that of accommodation, in order to keep these new teachers acceptable accommodation has to be found. There were already signs of trouble over this issue at Sompani where the new teachers were housed in dilapidated structures with no windows and doors. Experiences of thefts had already occurred, making them all feel insecure and there was talk of the new female teacher wanting to leave. At Itezhi-tezhi, the Nkurumah graduates were all housed in the Home Economics block, and there was discontent there as well. In contrast, at Ngoma camp, where all the new teachers had houses of their own, they seemed contented to be there, even though they had to endure the occasional visit from elephants and constant thefts of food items from the monkeys. It is appreciated that the MOE alone cannot shoulder the responsibility of providing essential services in the rural areas, while it may take responsibility for provision of teachers' houses and perhaps a source of safe water for its schools, it cannot be expected to construct roads, provide health services and food security. What is required is fundamental policy changes at national level which give the rural areas a priority on the agenda for development in order to address this rural-urban imbalance. Before this happens, not much change in the current situation can be expected.

## 4.2 Capacity Building

### 4.2.1 Training workshops

Table 9. Schools by PAGE Capacity Building

School Code	Name of School	PAGE status	Teachers attending PAGE workshops	PAGE workshops held at school
1236	Bbelo	GRZ-PAGE	2	2
1657	Itezhi tezhi basic	GRZ-PAGE	7	2
1225	Makuyu	GRZ-PAGE	2	3
1664	Makuzu	GRZ-PAGE	3	0
1598	Matuwa	GRZ-PAGE	2	0
1231	Sompani	GRZ- PAGE	1	0
1234	Syakalyabanyama	GRZ- PAGE	1	3
<b>Sub-total</b>			<b>18</b>	<b>10</b>
1226	Nakanjele	GRZ-Comparable	2	0
	Nazilongo	GRZ-Comparable	0	0
	Ngoma	GRZ-Comparable	0	0
1608	Sikoongo	GRZ-Comparable	1	0
<b>Sub-total</b>			<b>3</b>	<b>0</b>
	Bushinga	Community PAGE	3	0
	Nahubwe	Comm-Comparable	2	1
<b>Sub-total</b>			<b>5</b>	<b>1</b>
	<b>Total Teachers Trained</b>		<b>26</b>	<b>11</b>

The above table shows that only eighteen (18) teachers from GRZ PAGE schools had training on PAGE in the thirteen schools in the sample and seven of these were from one school. Predictably, all the eight PAGE schools have had one or two staff trained on PAGE. Two of the GRZ and one community comparable schools have also had a similar number of their staff trained on PAGE, perhaps in preparation as potential PAGE schools. Only eleven (11) training workshops were held at school level, all others were at district level. According to information collected at headquarters and provincial levels, the PAGE training strategy is to train a small number of people at the various levels through short workshops, who will then train others, thus having a multiplier effect. In practical terms, a gender training of trainers was conducted at the provincial level targeting the deputy provincial education officer and the provincial inspectors of schools, who in turn trained the district inspectors of schools and district in-service providers, who also trained zonal teachers to train teachers at school level, etc. Information from qualitative data indicates that the two district PAGE coordinators interviewed, have had a number of trainings on various topics relating to the education of the girl child such as advocacy, single sex classes, Family Pac,

Gender sensitization etc. The six school PAGE coordinators talked to also indicated that they had attended at least two or three short training workshops, usually one orientation workshop on the PAGE program, one on module 7 and perhaps another one on Family Pac. When asked how effective this chain of training of trainers was, the provincial senior education officer for planning, standing in for provincial PAGE coordinator said, **'teachers have an idea of gender but not much depth.'** The findings of this study however are that, there was a noticeable decrease of gender knowledge at each lower level of the system so that by the time one reached the school PAGE coordinator, one noticed **'an idea of gender but not much depth'**, and no knowledge of gender at all among the rest of the teachers, pupils and the community.

#### 4.2.2 Capacity Building for Pupils

In most schools the rest of teachers had little or no knowledge of PAGE interventions. Similarly, in most schools the girls who are the subject of PAGE interventions had at best a vague idea of what PAGE was, and at worst none at all. At Matua middle basic in Siavonga, one girl said the acronym PAGE meant, **'Parliament for the Advancement of Girls' Education'**, and at Bushinga community PAGE school in Itzhi-tezhi, one of the girls said, **'PAGE means being given things for free'**. Another one thought PAGE meant coming to school without shoes or uniform. Some girls, namely at Sompani, in the Gwembe, and Makuzu in Itzhi-tezhi, said that they enjoyed being in mixed sex classes because they can get help from boys if they got stuck in their lessons, which shows a remarkable lack of self-esteem and a continued belief in the intellectual superiority of the opposite sex, on their part and perhaps a justification for single sex classes. Meanwhile, boys' behavior towards girls has not changed for the better in all the PAGE schools in the sample, except at Bbelo, in Kalomo where the girls reported that boys no longer tease them. Otherwise, in all the other schools, boys continue to harass girls by making passes at them, fondling them in class or exacting reprisals outside class if the girls report them to the teacher. It is quite clear that not much capacity building was undertaken at this level. It seems that most schools view PAGE as just one of those MOE projects which come and go, its underlying principles which assume change of behavior at the level of teachers, pupils, parents and the community at large are quite lost on them, therefore the prevailing attitude is that, PAGE is not the pupils' business. The school PAGE coordinator at Syakalyabanyama, in Siavonga district observed that, **'we explained to the boys and girls about PAGE and what was expected of them at the beginning of the program, but not for the past two years'**. This about sums up the capacity building activities targeted at pupils in most PAGE schools, except of course, for the fact that girls are now playing football. Whether they even understand why they have to do so, is questionable. Bbelo middle basic in Kalomo deserves separate mention here because there seems to be some capacity building which has occurred there targeting pupils. In a focus group discussion involving twenty eight pupils, the girls talked about how PAGE has helped so that, **'we the girl children can get educated, we used to be ashamed to talk to boys, but now we have 50 / 50 responsibilities in class with them'**. The girls also claimed that the boys used to tease them and appropriate the few desks that were available, but not

anymore. Further investigation showed that it was influenced by the CAHNGES Programme.

### 4.2.3 Capacity Building for Communities

With regards to communities, most of those talked to understood PAGE to mean that parents should encourage their girl children to come to school and also to send back to school those girl children who had dropped out due to pregnancies. They received these messages in the initial community sensitization meetings which were held prior to the introduction of the program, and in most cases that is all they ever got. They associated these messages with the need to expand the school infra-structure to upper or middle basic level as the case may be, depending on the current level of their school, so that their girl children would not have to walk far in order to gain access to the next level of education. Consequently many schools were a hive of activity to achieve these targets. Beyond that, many communities did not show much understanding of the principles associated with PAGE.

### 4.2.4 Capacity Building for Teachers

The fact that most training tends to take place at district level means that the majority of the teachers cannot attend. The findings of this study show that these training sessions normally target the school PAGE coordinator and the head teacher and sometimes one or two additional members of the PTA. The rest of the teachers and community members are left untouched by what is going on. An example of one of such training was reported by Thomas and Thornicroft, (1999), whereby a PAGE training activity at district level which was supposed to target all school PAGE coordinators in the district, was eventually attended by only three (3) PAGE schools, and twelve non PAGE schools which happened to be close to the district offices, because it was deemed to be too expensive to bring the rest of the PAGE schools to the training. This implies that most of the school PAGE coordinators and their head teachers, for whom the training was meant, missed it. At Itezhi-tezhi upper basic school, the acting head teacher complained that, **'information about PAGE only reaches the district level, hence most teachers are ignorant about it'**. In some cases teachers react against this feeling of being left out by simply ignoring the program. At Syakalyabanyama, in Siavonga district, the school PAGE coordinator lamented, **'it would be a good thing if all teachers at the school could be involved and motivated, at the moment other teachers are not particularly interested'**. As observed above, the assumption is that those who get trained would train others in turn. While this study does not claim to have measured the competence of those trained under the strategy described above, or their capacity to train others, from the team's knowledge of the complexity of gender issues, it is doubtful whether the short training sessions that were conducted for the school PAGE coordinators created enough capacity for them to understand the task before them, let alone to train any one. In view of the fact that PAGE interventions are being implemented at the school and community levels, the scenario described above is disturbing in that the very people who are supposed to change the situation of the girl child, lack the capacity to do so.



### 4.3 Module 7

Table 10. Schools that received Module 7 by No. Received

School code	Name of School	School PAGE status	number copies
1236	Bbelo	GRZ-PAGE	1
1657	Itezhi tezhi basic	GRZ-PAGE	0
1225	Makuyu	GRZ-PAGE	1
1664	Makuzu	GRZ-PAGE	0
1598	Matuwa	GRZ-PAGE	0
1231	Sompani	GRZ-PAGE	0
1613	Syakalyabanyama	GRZ-PAGE	1
<b>Sub-total</b>			<b>3</b>
1226	Nakanjele	GRZ-Comparable	0
1317	Nazilongo	GRZ-Comparable	0
1668	Ngoma	GRZ-Comparable	0
1608	Sikoongo	GRZ-Comparable	0
<b>Sub-total</b>			<b>0</b>
	Bushinga	Community PAGE	0
	Nahubwe	Comm-Comparable	0
<b>Sub-total</b>			<b>0</b>
	Total schools		3
	% of Total Schools		23.1

Module 7 is the manual that is supposed to assist teachers to create a girl friendly and hence a child friendly atmosphere in the school and class room. Module 7 is crucial in addressing not only teachers' attitudes towards their pupils, especially girls, but also how they relate and interact with them in the classroom situation. According to the Table above, only three of the eight PAGE schools in the sample received the module. One school received the module in 1999, the other two in 2001. According to provincial and district data, all forty PAGE pilot schools are supposed to have received the module. For instance, the Gwembe education officer, standing in place of the district education officer who was absent, volunteered the information that the DEO's office made photocopies of the module and distributed to PAGE pilot schools. Information from the Gender and Equity component at MOE is that enough copies of module 7 were delivered to the provincial office in the year 2000, and the provincial PAGE coordinator confirms this delivery. However, she is not clear as to why the modules are not in the schools, (enough copies for each pilot school to get one). It is suspected by the Provincial coordinator that the module may still be in the district resource centers from where the training on its use was conducted. If this be the case, then it indicates lack of coordination between the province and the district, and lack of information sharing within the district education offices. The fact that the provincial coordinator does not seem to know the whereabouts of the module, casts doubt on the effectiveness of monitoring process at the provincial level.

### 4.3.1 Training on Module 7

With regards to training in the use of the module, the six school PAGE coordinators interviewed, admitted to attending a two days training on the module which targeted them and their head teachers. Only one school, namely, Matua middle basic, indicated that four other teachers in their school were also trained on the use of the module. The expectation is that those trained will extend the training to fellow teachers. It is hard enough to expect anyone to teach complex issues dealing with the re-assessment of one's attitudes and beliefs as those covered in module 7 after attending a few days' work-shop, but to actually expect them to teach using their workshop notes is beyond comprehension.

The absence of the module from most schools means two things. Firstly, that not much can have been achieved in extending the training on the module to other teachers in schools if those who attended the training came back without it. A second consequence of the absence of the module from schools is simply that a gender sensitive atmosphere in the schools generally and in the class-rooms in particular, would be lacking, which basically means that the intervention has not been achieving its intended purpose.

## 4.4 Family Pac

Table 11. Schools that received Family Pac by number received

School codes	Name of School	School PAGE status	Family PAC received
1236	Bbelo	GRZ-PAGE	2
1657	Itezhi tezhi basic	GRZ-PAGE	0
1225	Makuyu	GRZ-PAGE	1
1664	Makuzu	GRZ-PAGE	0
1598	Matuwa	GRZ-PAGE	0
1231	Sompani	GRZ-PAGE	0
1613	Syakalyabanyama	GRZ-PAGE	1
<b>Sub-total</b>			<b>4</b>
1226	Nakanjele	GRZ-Comparable	0
1317	Nazilongo	GRZ-Comparable	0
1668	Ngoma	GRZ-Comparable	0
1608	Sikoongo	GRZ-Comparable	0
<b>Sub-total</b>			<b>0</b>
	Bushinga	Community PAGE	0
	Nahubwe	Comm-Comparable	0
<b>Sub-total</b>			<b>0</b>
<b>Total schools</b>			<b>3</b>
<b>% of Total Schools</b>			<b>23.1</b>

Family Pac is a PAGE intervention that promotes interaction between parents, teachers and pupils in the classroom situation. According to the table above, only three (3) PAGE schools received the Family Pac, the rest had not. Information just received from UNICEF and the provincial coordinator indicates that Family Pac, like Module 7 discussed above, has not only been out of print since 1999, but was also supposed to be revised to make it more user friendly to the parents. Therefore the province received only a few copies. Interviews with the provincial education officer and her deputy during the data collection mission had however indicated that forty (40) copies were sent to the four (4) pilot districts. Further information from the provincial PAGE coordinator revealed that the distribution arrangements made for Family Pac Manual and Module 7 placed that responsibility with the district resources centers and not the district education offices. According to this arrangement, the district Instep Providers are supposed to train the school PAGE coordinators and their respective head teachers and PTA representatives on the use of both module 7 and Family Pac and then distribute them to the schools. The information collected with regards to Family Pac at the district level was that, only two (2) districts namely, Kalomo, and Siavonga admitted to having received ten (10) Family Pac manuals each, and claim to have distributed them to the PAGE pilot schools in their respective districts. The other two (2) districts, namely, Itezhi-tezhi and Gwembe, reported not having these manuals in their districts. The Gwembe district education office volunteered the information that there was only one copy of the manual in the district and it was housed at the district resource center. It can only be assumed that the claims by the PEO and some of the DEOs that their offices had dispatched Family Pac manuals to PAGE pilot schools is an indication of ignorance on their part of the true facts, and that the few schools that have the manual and Module 7, probably owe it to the initiative of their school head teachers and school PAGE coordinators.

#### **4.4.1 Training on Family Pac**

With regards to training on Family Pac, the findings indicate that there has been training of parents in the use of the manual only in one school, namely Bbelo, in Kalomo district. According to the comments of the community members at Bbelo, where training in Family Pac has occurred, the only people who got the training are the head teacher, PTA chairperson, treasurer of the PAGE committee and the PAGE coordinator. These were in turn supposed to train the rest of the parents, but this never happened because there are only two (2) teachers at the school and they are too busy. Thus according to the community, the Family Pac programme was not successful. Information from Makuyu in the Gwembe, indicates that there is resistance by parents against been trained in the use of Family Pac because the issue of school home-work is seen as the teacher's responsibility. This may be an indication of underlying problems associated with the involvement of illiterate parents in the academic activities of the school. A study by the UNZA Monitoring and Validation team in Eastern

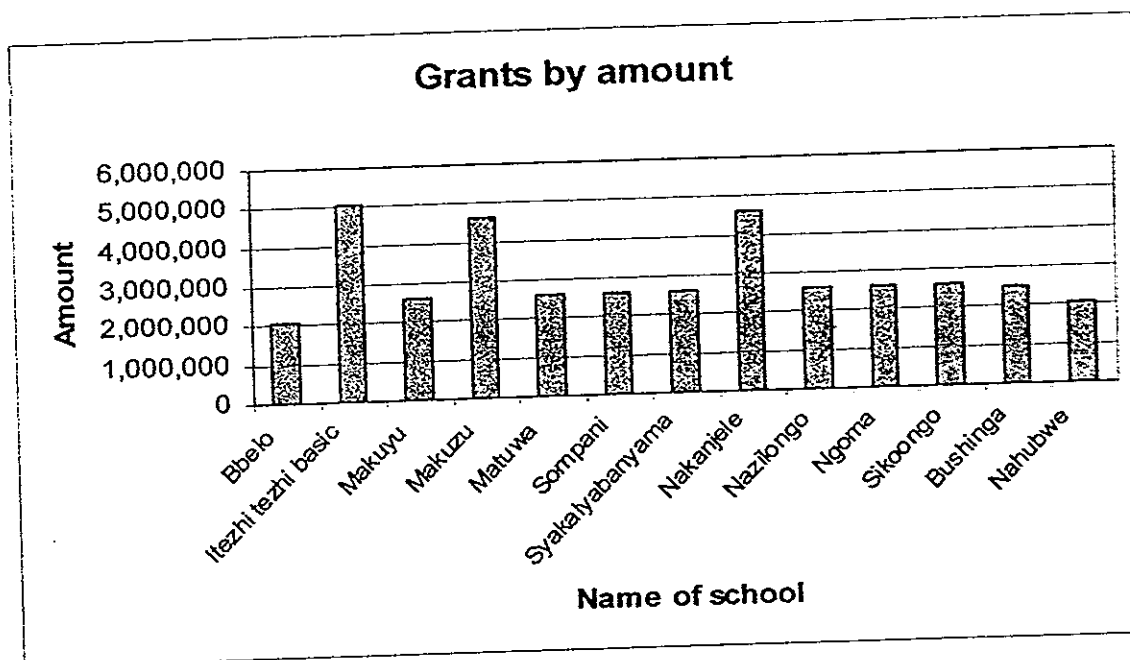
Province found that illiterate parents felt uncomfortable in the Family Pac sessions, (1998:38 ). The absence of the manual from schools, and the fact that most parents have not been trained in its use, means that the intervention has not taken off.

#### **4.5 ZEDUKITS**

Zedukits were first produced under the Zambia Girl Child education Kit in 1998. They are supposed to provide teaching materials to the teachers and pupils in order to reduce the scarcity of teaching and learning materials. According to information from the schools, six (6) out of eight (8) PAGE schools had ZEDUKITs and they had two each. The other two PAGE schools namely Sompani middle basic school in Gwembe district and Bushingsa community PAGE school in Itezhi-tezhi district have no ZEDUKITs. Information from the provincial education office shows that forty (40), ZEDUKITs were sent to four pilot PAGE districts for onward distribution to respective PAGE schools. However, at district level, only two (2) districts confirmed receiving the ZEDUKITs and claim to have distributed them to the pilot PAGE schools in their districts. The other two districts namely Kalomo and Siavonga had no information on the ZEDUKITs. It is not clear why the two schools in the districts that received them, do not have the ZEDUKITs. Perhaps in the case of Sompani, the explanation could be that the school had been closed for a whole year. In the case of Siavonga district education office and Kalomo district education office having no information on ZEDUKITs, the likely explanation is that the substantive officers, DEOs were not in the office at the time data was being collected. ZEDUKITs are some of the few PAGE interventions that seem to be in place. What is puzzling is, if ZEDUKITs are in schools, why is Module 7 and Family Pac not?

## 4.6 School Grants

Figure 1. Grants by amount



The aim of giving school grants is to empower schools to make local decisions and to implement PAGE at school level based on their own identified local priorities, needs and constraints (Sinkala and Santos 1999). According to the graph above, every school, regardless of its PAGE or GRZ status, received a grant ranging from two to five million Kwacha (K2-5,000,000). The school that received the highest amount is Itezhi-tezhi Upper Basic School with K5,050,000 while the lowest amount was given to Bbelo Middle Basic School which received K2,050,000 in the year 2001. However, according to the table below, it appears that Bbelo received twice, the first amount which was received in 2000, was K550,000. The interviews revealed that most schools used the grants for buying sports equipment (jerseys, footballs), payment of sports affiliation fees, buying of school stationery, feeding pupils during big sports tournaments and chalk.. Information from some monitoring exercises indicate that some schools were not given enough time to plan on the use of the money. A monitoring exercise in Kalomo revealed that some schools were given a few days after receiving the money within which to spend it and prepare an expenditure report, (personal communication 2002, USAID). Another monitoring exercise in Western Province, (UNZA Monitoring & Validation Report, 2000), revealed the same experience. This might explain why school requisites were being bought, rather than spending the money on interventions that require long term planning

Table 12. Schools by when they received Grant by Agency that gave the Grant

School codes	Name of school	School PAGE Status	Agency			
			When received	GRZ	UNICEF	Other
1236	Bbelo	GRZ-PAGE	2001	1	0	1
1657	Itezhi tezhi basic	GRZ-PAGE	2001/2002	1	0	0
1598	Matuwa	GRZ-PAGE	Mar-02	1	0	0
1225	Makuyu	GRZ-PAGE	Jun-02	1	0	0
1664	Makuzu	GRZ-PAGE	2001/2002	1	0	0
1231	Sompani	GRZ-PAGE	May-02	1	0	0
1613	Syakalyabanyama	GRZ-PAGE	Jun-02	1	0	0
<b>Sub-total</b>				<b>7</b>	<b>0</b>	<b>1</b>
1226	Nakanjele	Government Comparable	2001/2002	1	0	0
1317	Nazilongo	Government Comparable	2000/2001	1	0	0
1668	Ngoma	Government Comparable	Feb-02	1	0	0
1608	Sikoongo	Government Comparable	Apr-02	1	0	0
<b>Sub-total</b>				<b>4</b>	<b>0</b>	<b>0</b>
	Bushinga	Community PAGE	2001	0	1	0
	Nahubwe	Community Comparable	2001	1	0	0
<b>Sub-total</b>				<b>1</b>	<b>1</b>	<b>0</b>
				<b>12</b>	<b>1</b>	<b>1</b>
<b>% of Total Schools</b>				<b>92.3</b>	<b>3.8</b>	<b>3.8</b>

The table above shows that the grants were received during 2000, 2001 and June 2002. The table also shows that 92% of the schools received grants from GRZ. The planning of how the money is spent is solely done by the school, although the community is informed about the reception of the grant through the PTAs. This was confirmed by most communities. In view of the fact that PAGE interventions are school and community based, the amounts shown above are inadequate and do not really empower schools to do much at that level. Most of this money as indicated above, is spent on essential commodities to keep the school running and does not stretch far enough to do other things. While it is appreciated that most of the materials for the implementation of certain PAGE interventions are sent to the schools, it is felt that schools should be empowered to undertake some activities, such as capacity building training workshops in order for knowledge on PAGE to diffuse down to the rest of the teachers and pupils and eventually to the community.

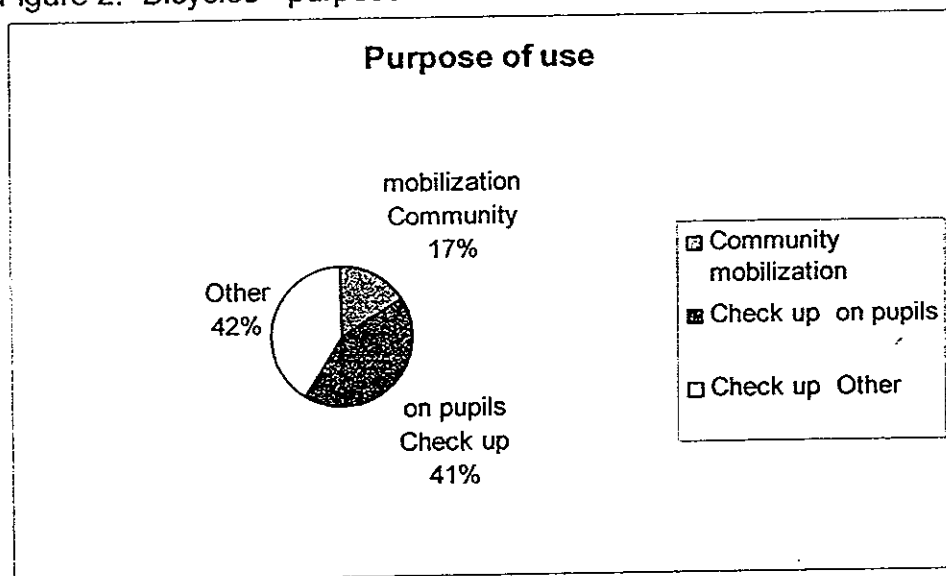
## 4.7 Bicycles

Table 13. schools by bicycles received

School code	Name of School	School PAGE status	number bicycles	Still in use	When received
1236	Bbelo	GRZ-PAGE	1	1	2000
1657	Itezhi tezhi basic	GRZ-PAGE	1	1	2000
1225	Makuyu	GRZ-PAGE	1	1	1999
1664	Makuzu	GRZ-PAGE	1	0	1999
1598	Matuwa	GRZ-PAGE	1	0	1998
1231	Sompani	GRZ-PAGE	1	0	NA
1613	Syakalyabanyama	GRZ-PAGE	1	1	1999
<b>Sub-total</b>			<b>7</b>	<b>4</b>	
1226	Nakanjele	GRZ-Comparable	0	0	NA
1317	Nazilongo	GRZ-Comparable	0	0	NA
1668	Ngoma	GRZ-Comparable	0	0	NA
1608	Sikoongo	GRZ-Comparable	0	0	NA
<b>Sub-total</b>			<b>0</b>	<b>0</b>	
	Bushinga	Community PAGE	0	0	NA
	Nahubwe	Comm-Comparable	0	0	NA
<b>Sub-total</b>			<b>0</b>	<b>0</b>	
	<b>Total schools</b>		<b>7</b>	<b>4</b>	

A PAGE bicycle is one of the interventions designed to facilitate school / community visits and community mobilization. The table above shows that seven out of the eight PAGE schools in the sample received bicycles between the years 1998 and 2000. Of the seven received, only four are still in use; the others have broken down. Bushinga PAGE community school is the only school that did not have a bicycle. According to information from PAGE coordinators, the bicycles are mainly used by the PAGE school coordinator, sometimes by the head teachers and community members, and only in one school, by other teachers. However, according to the qualitative data collected from the community members, only the community at Bbelo middle basic in Kalomo admitted to using the bicycle through the PAGE school committee, which consists of the PAGE coordinator, the head teacher, the PTA chairperson and some community members. The communities in other schools claimed that they did not even know about the existence of the bicycle, and knew nothing about its use. At Syakalyabanyama, in Siavonga district, the teacher interviewed defended the school by saying that those community members who live close to the school knew about the bicycle. The sentiments expressed above imply lack of a close working relationship between the schools in question and their respective communities.

Figure 2. Bicycles - purpose of use



The chart above shows that the PAGE bicycles are mainly used for purposes categorized as 'other', and for checking on pupils. Only 17% of their use is for community mobilization. According to additional data collected through interviews with PAGE school coordinators, 'other' was specified as, 'carrying messages about PAGE and attending meetings at the DEO's office.' The PAGE coordinators also indicated that the bicycles were used to either check on, or carry sick school children back home. At Bbelo, the community said that the PAGE committee used the bike to follow up absent school children, especially girls, and to take information or attend meetings at the DEO's office. Judging by the comments of the communities made above, it is doubtful whether the bicycles are used to check on pupils very often, otherwise parents who are members of these communities would have noticed them.

## 4.8 Water and Sanitation

### 4.8.1 Boreholes

Table 14. Schools by Boreholes

School Name	School Type	PAGE Status	Borehole Status
Bbelo	GRZ	PAGE	1 Operational
Itezhi-tezhi	GRZ	PAGE	None
Makuyu	GRZ	PAGE	1 Operational
Makuzu	GRZ	PAGE	1 Not operational
Matuwa	GRZ	PAGE	1 Operational



Sompani	GRZ	PAGE	1 Operational
Syakalyabanyama	GRZ	PAGE	1 Operational
<b>Sub-total</b>			<b>6</b>
Nakanjele	GRZ	Comparable	1 Operational
Nazilongo	GRZ	Comparable	1 Operational
Ngoma	GRZ	Comparable	1 Operational
Sikoongo	GRZ	Comparable	2 Operational
<b>Sub-total</b>			<b>5</b>
Bushinga	Community	PAGE	1 Operational
Nahubwe	Community	Comparable	1 Operational
<b>Sub-total</b>			<b>2</b>
<b>Total</b>			<b>13</b>

According to the table above, all the schools in the sample had boreholes regardless of their GRZ / Community or PAGE status, except Itezhi-tezhi which is connected to the district council water system. This comfortable view of the situation is however marred by the fact that some schools still had water problems, the presence of a borehole notwithstanding. In Itezhi-tezhi district for instance, two schools, namely Itezhi-tezhi Upper Basic and Makuzu Middle Basic were having problems accessing water. Although Itezhi-tezhi Basic is connected to the district council water system, the supply is so unreliable that the school goes for weeks without water due to lack of maintenance of the council pumping equipment. During the evaluation team's visit to the school, all the pupils' water borne toilets were closed due to lack of water. Five pit latrines, three for girls and two for boys, were dug in 2001 in order to provide the school with an alternative during the bouts of water shortages. This situation affects both the school and the community. During focus group discussions with teachers, they reported that sometimes girls abscond from school in order to fetch water for their homes. During focus group discussions with the girls, they complained that, **'water is a problem here, we fetch water from the clinic, the dam and the police station'**, and that when they have their periods they have to go back home to clean themselves. At Makuzu, the problem is that the school borehole is dry, so the school's nearest water source is 3 kilometers away. The problem of water for the school was discussed at length by both the community members and the schoolgirls during focus group discussions. In response to a question about how the community felt about PAGE, one member said, **'PAGE is a good idea, but what we have observed here is that water is still a problem, so what we were told about washing hands after coming from the toilet has not happened'**. Water is number one priority on the community Action Plan, we were told. The girls also added that although both girls and boys are involved in fetching water for school use, the girls get affected when they have their periods as they have to go back home to clean up. Some girls stop coming to school altogether for the duration of their monthly period. In the Gwembe district, the water from the borehole at Sompani middle basic is contaminated by an unidentified mineral content and the source is shunned by both the school and

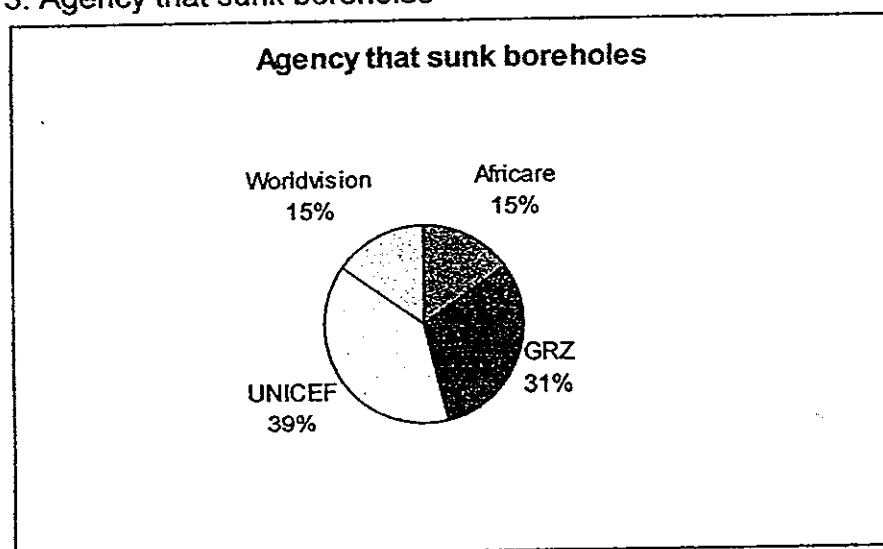
the community. Instead a stream which serves both people and domestic animals is the source of water for the school. Another school which is plagued by mineral content in its water source is Matua Middle Basic in Siavonga district. Here the water is slightly salty, however both school and community use the source.

Table15. Number of Boreholes by when they were sunk

Number of Boreholes sunk	Year Sunk
4	Before 1998
1	1998
4	1999
3	2000
1	Unknown
Total	13

The above table indicates that most of the boreholes were sunk between 1998 and 2000, which coincides with the beginning of the PAGE activities in the province.

Figure 3. Agency that sunk boreholes



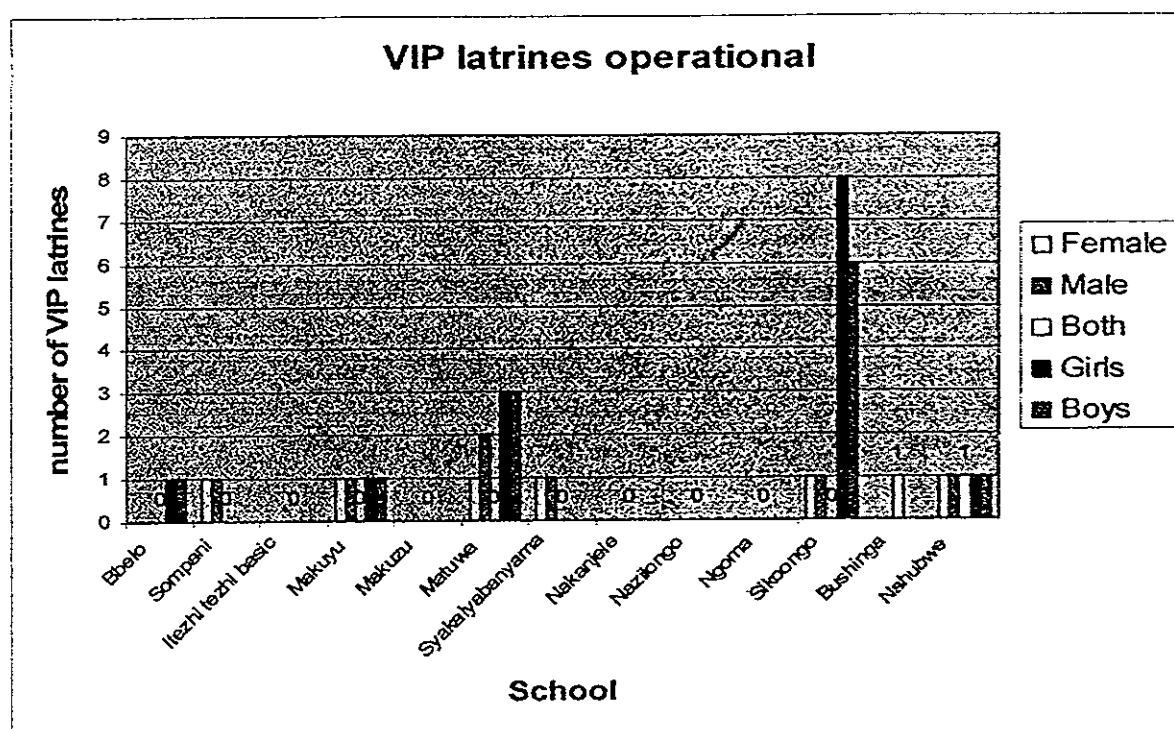
The chart below shows the agencies that sunk the boreholes and the % of boreholes sunk by each agency. Data also indicates that where there is an operational borehole, the community, teachers and pupils all share the facility.

What is puzzling about the water situation is the number of potential PAGE schools that seem to have boreholes sunk with USAID funding, while some PAGE schools (12), have either no source of safe water, or the source is

unreliable. According to the WASHE section in UNICEF progress report on water supply in schools in the four USAID supported districts of Southern Province, (2000), only twelve (12) PAGE schools in the four districts had boreholes sunk from PAGE funding, against twenty three (23) potential PAGE schools. According to the same report, at least eight (8) PAGE schools in the four districts are shown as having wells, admittedly in some, drilling did take place and the results were not successful, but in others there is no sign that attempts were made. The team found one school (Sikoongo) in Siavonga, with two boreholes, the latest of which was sunk using PAGE funding, and the provincial office quoted another example from Itezhi-tezhi of a school, (Mbila), with two boreholes, the latest being a PAGE one. The explanation given by WASHE at UNICEF, for the above situation, was that, a borehole was sunk where there was no water point within a radius of 500 meters from the school. Wells were taken as water points, so a school with a well was taken as having a water point. In addition, a community with more than two hundred people could have more than one borehole. While this report is not suggesting that sinking boreholes in potential PAGE schools was a bad idea, it has to be pointed out that having a borehole in the school is one of the PAGE interventions and since there are PAGE schools without boreholes, one would have expected that they would be given priority before potential PAGE schools. Wells can not be considered as reliable sources of water in a drought prone province. The study shows that those schools which have wells as sources of water had to fetch water from streams because their wells were dry, ( Katanda in Kalomo, Sompani in Gwembe, Makuzu in Itezhi-tezhi etc, ). The argument of giving two boreholes to one community on the basis of population numbers cannot be understood or appreciated by communities which rely on a seasonal well or stream. Therefore, this study finds the criteria being advanced for this distribution inadequate and it occurred to the evaluation team that there may be other unspecified reasons which have played a part in this distribution, such as distance and accessibility of schools. In a monitoring report based on Kalomo district, conducted by Thomas and Thornicroft (1999), these reasons are implied in the observation that ***the contractors had thought that the PAGE pilot schools would be closer together, the fact that the schools were spread throughout the district was seen as a constraint***, and in the case of the Gwembe, the WASHE report of 2000 quoted above, advances inaccessibility as a reason for failing to drill boreholes in five schools. Since most of the pilot PAGE schools in all four districts are far and not easily accessible, this seems to be the logical explanation. The indiscriminate manner in which this intervention was being distributed does not only make it difficult to measure its results, but it has also created confusion, in that some schools claimed PAGE status on the strength of having a borehole sunk by WASHE, e.g., Nahubwe community school in Itezhi-tezhi.

#### 4.8.2 VIP Latrines

Figure 4. Operational VIP latrines



According to the table above, most schools visited did not have VIP latrines regardless of their status and type either as PAGE or comparable, GRZ / Community schools. Only Syakalyabanyama, Matua and Sikoongo in Siavonga district had four (4) nine (9) and sixteen (16) VIP latrines each respectively. All the other schools except Itezhi-tezhi basic, which had water borne toilets for its female and male staff despite the chronic water shortage in the school, used what was commonly termed as 'ordinary pit latrines'. Each school had at least three such structures, one for staff, one each for girls and boys. The staff structures sometimes had two entrances, one for female and the other for male staff. At Sompani middle basic in Gwembe district, where there was only one latrine for girls and one for boys, the girls lamented, 'it is hard for us girls to have only one toilet because of the waiting, when there is a long queue we sometimes rush and relieve ourselves in the bush'. At Itezhi-tezhi basic, the female staff toilets visited by a member of the evaluation team had a drum filled with water for flushing and hand washing after use. Presumably the pupils have to fetch this water, if the complaints of the girls talked to are anything to go by. As observed above, the pupils' water borne toilets were all closed during the evaluation team's visit to the school due to lack of water.

Instead, both male and female pupils were using 'common pit latrines' of which there were three for girls and two for boys.

Table 16. School by no. of VIP Latrines with hand washing facilities

School code	Name of School	School PAGE status	Number of hand washing facilities
1236	Bbelo	GRZ-PAGE	0
1657	Itezhi tezhi basic	GRZ-PAGE	0
1225	Makuyu	GRZ-PAGE	0
1664	Makuzu	GRZ-PAGE	0
1598	Matuwa	GRZ-PAGE ✓	9
1231	Sompani	GRZ-PAGE	0
1613	Syakalyabanyama	GRZ-PAGE	0
<b>Sub-total</b>			<b>9</b>
1226	Nakanjele	GRZ-Comparable	0
1317	Nazilongo	GRZ-Comparable ✓	3
1668	Ngoma	GRZ-Comparable	0
1608	Sikoongo	GRZ-Comparable	0
<b>Sub-total</b>			<b>3</b>
	Bushinga	Community PAGE	0
	Nahubwe	Comm. Comparable	0
<b>Sub-total</b>			<b>0</b>
	<b>Total number of schools with Hand washing facilities</b>	<b>2</b>	<b>12</b>

Hand washing facilities were observed only in two out of the thirteen schools in the sample, namely Matua GRZ PAGE school, in Siavonga and Nazilongo GRZ comparable school in Kalomo districts. All the hand washing facilities observed were in an incomplete state and therefore not in use. Those observed at Matua were brick structures attached to the rear of the incomplete VIP latrines, and those at Nazilongo were independent brick structures situated in between the latrines and the borehole. At Bbelo in Kalomo district, the community reported that the washing of hands after use of the latrine has not started because the plastic containers promised have not been received by the school. At Makuzu in Itezhi-tezhi district, a member of the community connected the absence of washing facilities after toilet use to the lack of water in the school.

Table 17. School by number of incomplete VIP latrines

School code	Name of School	School PAGE Status	Number incomplete & abandoned	Number still under construction
1236	Bbelo	GRZ-PAGE	0	1
1657	Itezhi tezhi basic	GRZ-PAGE	0	0
1225	Makuyu	GRZ-PAGE	3	2
1664	Makuzu	GRZ-PAGE	0	2
1598	Matuwa	GRZ-PAGE	5	7
1231	Sompani	GRZ-PAGE	0	3
1613	Syakalyabanyama	GRZ-PAGE	0	5
<b>Sub-total</b>			<b>8</b>	<b>20</b>
1226	Nakanjele	GRZ-Comparable	0	0
1317	Nazilongo	GRZ-Comparable	0	8
1668	Ngoma	GRZ-Comparable	0	0
1608	Sikoongo	GRZ-Comparable	0	1
<b>Sub-total</b>			<b>0</b>	<b>9</b>
	Bushinga	Community PAGE	0	7
	Nahubwe	Comm. Comparable	0	2
<b>Sub-total</b>			<b>0</b>	<b>9</b>
<b>Total</b>			<b>8</b>	<b>38</b>

As the table above shows, a large number of VIP latrines in most schools are still under construction, and this seems to be the case in both PAGE and comparable schools. Only three schools seem to be unaffected by this activity, namely, Ngoma and Itezhi-tezhi basic in that district, and Nakanjele in the Gwembe district. Some of the incomplete latrines collapsed and had to be abandoned at Makuyu in the Gwembe and Matua in Siavonga district.

The issue of VIP latrines is another where there does not seem to be a mutual agreement between the MOE and those entrusted with the responsibility for their construction. Firstly, there does not seem to be a common agreement as to the number of VIP latrines to be constructed at each school. According to the MOE guidelines for creating a girl friendly school, the number of VIP latrines should be determined by the population of pupils at the school at a ratio of one (1) latrine to twenty (20) pupils. At the Provincial Education Office in Livingstone, fourteen (14) VIP latrines per school was the number mentioned by the provincial focal person for school health. However, in an interview with the programme staff at WASHE section at UNICEF, under whose supervision the latrines are being constructed, it was learnt that WASHE has an initial standard package of five (5) latrines per school and ten (10) for the community in the school catchment area. The number of latrines at each school would subsequently increase to maintain a ratio of one latrine for every forty (40) pupils depending on the progress and use of them, (WASHE proposal to USAID, 2000). The lack of a common understanding in this area has left MOE, at the provincial level feeling dissatisfied with WASHE, and has also confused the evaluation team, as it was led to believe

that fourteen (14) VIP latrines per school, is what it should look out for. The explanation from WASHE came after the data had already been collected. The lack of a common understanding between the two partners in this area is not only on number but extends to the type of structure to be constructed. According to WASHE, the design promoted will be a '**three bag cement VIPP latrine**' developed by Blair Research Institute in Zimbabwe, (WASHE proposal to USAID, 2000). The assistance from D-WASHE was to be three bags of cement and a twelve (12) meter long six (6) millimeter diameter iron rod for the reinforcement of the concrete slab (San Plat slab). The three bags of cement are to ensure a properly constructed pit with adequate foundation for the pit and super structure, (WASHE proposal to USAID:9, 2000). The super structure itself was to depend on what resources each community had at its command. If a brick structure could be afforded with proper roofing materials that was up to the community, but otherwise any structure was acceptable, as long as the pit was properly constructed. The MOE guidelines quoted above, recommended Ventilated Improved Pit latrines, and also the Terms of Reference for the evaluation mentions VIP latrines as one of the interventions to be measured. The Provincial Education Office also led the team to believe that VIP structures are what the team should be looking for, and those are the structures the evaluation team went looking for, but did not find, except in a few schools. As was the case with the provision of water discussed above, the criteria that was being used for construction of latrines is not clear. For instance, how are the numerous VIP latrines constructed by WASHE at Sikoongo middle basic, which is a potential PAGE school, to be explained, when PAGE schools have to make do with grass thatched structures. The explanation from WASHE at UNICEF, of the above anomalies, was that the criteria varied according to the level of community mobilization and dynamism of the head teacher. However, according to the findings of this study, most communities were mobilized with regards to construction of school infrastructure, and in any case a criterion that is based on a subjective assessment of community mobilization is difficult to deal with. Another fact noticed by the evaluation team with regards to the Water and Sanitation component was that, there seemed to be a mistaken impression by WASHE that MOE has no say in whatever criteria WASHE chooses to adopt with regards to latrines and boreholes, but it must be pointed out that PAGE is an MOE programme therefore any PAGE intervention put in an MOE institution, regardless of who funds it, is put there in MOE's name. Consequently, MOE cannot afford to be seen to give differential treatment from one community to another, as this bound to be misinterpreted by the communities concerned. Due to this lack of agreed criteria among the major stakeholders in terms of number and standard structure, it is difficult to measure the results of this intervention.



**Picture2: Heaps of building sand at Najinka PAGE school in Kalomo, a sign of community action and pupils' latrines showing in the background**

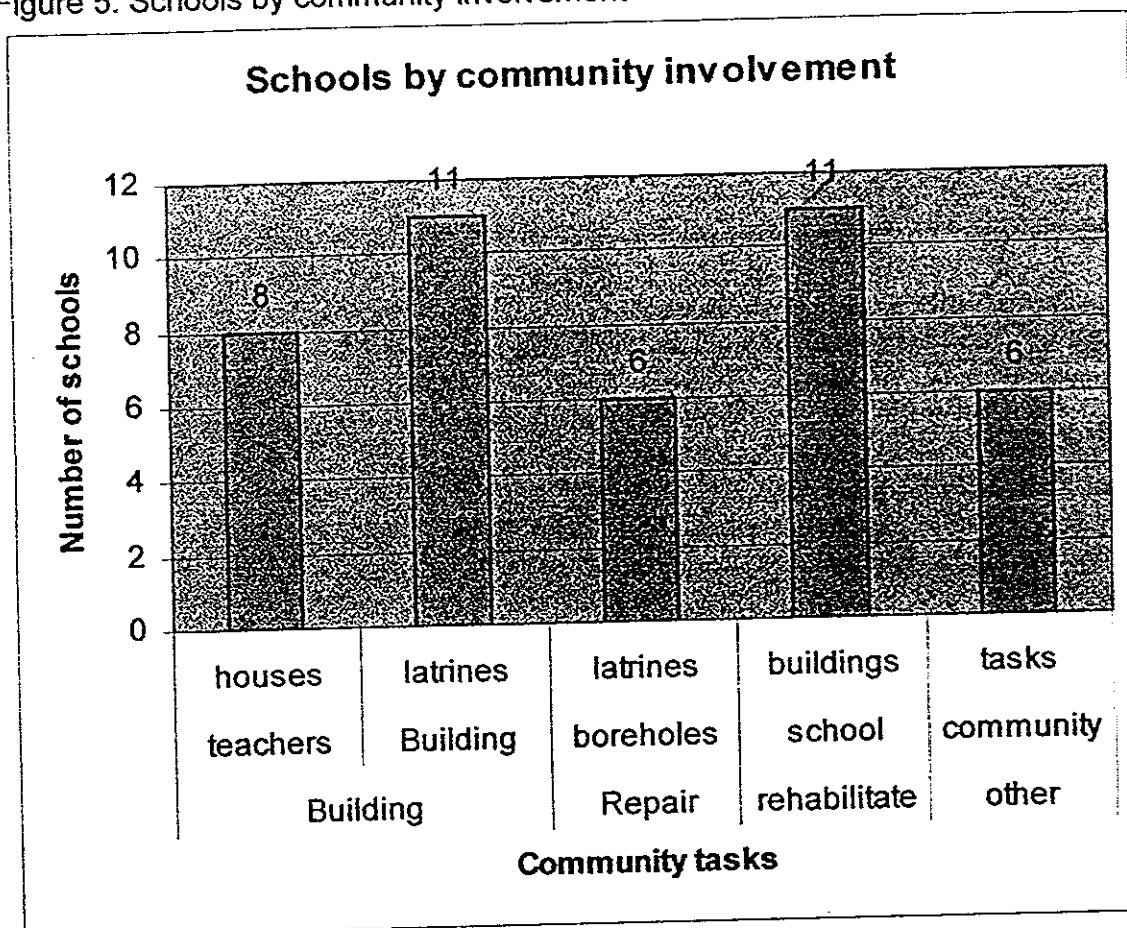


**Picture3: Model VIP latrines at Sikoongo 'potential PAGE' school in Siavonga**



## 4.9 COMMUNITY INVOLVEMENT IN SCHOOL ACTIVITIES

Figure 5. Schools by community involvement



Community Action as a PAGE intervention facilitates community participation in the education of children, especially girls. Community support to the schools is sought through advocacy and sensitization because more of the mitigating factors against the education of girls are societal ones. The graph above shows the types of school activities in which communities are mostly involved in. According to the graph, the major tasks that communities are involved in are, building latrines and class room blocks, followed by building teachers' houses and repairing latrines, boreholes and other community tasks. As the description of the above graph indicates, most community action involving the school is translated into building of new school infrastructure, or rehabilitation of the old one. In almost every school visited, communities have done a lot in the way of molding bricks, ferrying river and building sand to construction sites at schools,

cutting poles and mowing grass for thatching etc. Indeed the schools were a hive of community activity to an extent where, in a number of schools, especially in Kalomo, it was not necessary to call members of the community to meet the evaluation team, as they were already found working at the school.

During focus group discussions with the community members, it became apparent to the evaluation team that the communities associated support to the advancement of girls' education with the need to expand existing school infrastructure in order to improve access as well as progression of girls to higher grades which were not currently available at their schools. There was also a perceived need to provide teachers, houses so that the expanded school would have enough teachers. In some cases, e.g., Makuzu, in Itezhi-tezhi district, the specific reason for wanting to build a teacher's house was to attract a female teacher, as this was seen as support for girls' education. In most schools where focus group discussions were held with the community, members argued that extending the school was important so that their children, especially girls, can proceed to upper grades locally, instead of having to travel to distant schools for grade 5 or 8 as the case may be. The evaluation team found that parents took the re-entry policy seriously and they had brought their daughters who had dropped out back to school. This has created a problem for those whose children had dropped out because they had gone up to the highest grade being offered at the local school, because for them, coming back means traveling to distant schools to proceed to higher grades. Literature on community involvement in school activities in PAGE schools in other provinces has also noted the increased community activity in the expansion of school infrastructure. There have been suggestions that this activity might be influenced by the desire by communities to qualify for micro-project funding, (A. Bernard, 1999). While this interpretation might be partly correct, it is the view of this study that it does not quite capture the entire picture. After listening to members from ten (10) communities in four (4) different districts express themselves about PAGE, it became all too obvious that a relationship has been drawn between the activities of the micro-project fund and those of PAGE. According to community thinking, the government is asking parents to encourage their daughters to go to school, including those who dropped out due to pregnancy. The government has actually sent people in the villages to sensitize parents about this. At the same time, it has put aside a fund for improvement of schools as long as the respective community contributes something towards that improvement. Therefore all the community has to do is to work hard and meet its part of the bargain, then PAGE would become a reality. This view of things makes more sense to communities and indeed to any one than the idea that the government could actually institute a whole programme for advancing girls' education in schools that only reach up to grade 4 or 7, some of whose structures are grass thatched or dilapidated, where children have to be evacuated during the rainy season. This also explains the frustrations expressed by communities with regards to lack of implementation of PAGE activities. Every one agreed that PAGE was a good programme, ***'especially now that girls who make a mistake are being given a second***

*chance'*, but there was always a rejoinder, *'if it were implemented the way it is supposed to'*. This to some extent also demonstrates the top- bottom model that is being used in the implementation of PAGE. The observation above shows that the communities have their own understanding of how PAGE could have been implemented which have not been taken into account. Another report based on a monitoring exercise conducted in Kalomo district, (Thomas and Kent, 1999), observed that the association of D-WASHE, PAGE and community participation may be having an unplanned negative effect on the PAGE objectives. The report felt that *'there is a sense of 'buying' the community's participation in PAGE through providing much needed infra structure improvements to the schools. The issue, therefore, is whether or not we are doing the advancement of girls education a disservice by linking it so closely in the minds of the community members to an infra structure improvement, 'buy-in'- type of program'*. Perhaps because this monitoring trip took place at the time when borehole siting was in progress in the district, the community's attention may have been focused on this aspect. However, at the time of the current evaluation, most communities had had their boreholes sunk and therefore, the team did not get that sense that communities associated their participation with the provision of boreholes. What the team observed was a lot of community activity in every school regardless of whether there was a borehole or not. The team further saw no disservice being done to PAGE objectives by the community's focus in infra structure improvement, because in these disadvantaged schools, the two are linked.

#### **4.9.1 Criteria for Choice of Pilot PAGE Schools**

Connected to the above observations is the criteria used for the selection of pilot PAGE schools. According to the information from the Provincial Education Office, the criteria used for selection were low enrollments, and high drop out rates of girls, and to some extent poor sanitation facilities at the school. These criteria captured schools that were the most disadvantaged in terms of school infra structure, staffing, the grade levels offered and also distance and accessibility. While the criteria was laudable for ensuring that such schools benefited, however, there are implications associated with such a choice. Firstly, PAGE is a project which has to be implemented within a specified period and the choice of schools where there are only one or two members of staff means that implementation was constrained. The choice of schools which do not go beyond grades four or seven, does not only put the MOE in an awkward position with regards to its re-entry policy, but also defeats PAGE goals of increasing retention, progression and completion. The choice of schools which are far and inaccessible in terms of road infrastructure means that not only does implementation not take place, but also other program activities such as monitoring and evaluation, reporting and distribution of materials, etc., are equally affected. For instance, it has already been observed elsewhere in the report that a number of schools have not had boreholes sunk due to distance and inaccessibility, especially in the Gwembe. Moreover, the choice has also created

high expectations on the part of the respective communities that perhaps the government was now going to give them proper school infrastructures and attend to the expansion of already existing structures. This has consequently led to the physical exertions described above, in the hope that if they meet their part, government would meet them half way. It also appears that in the sensitization workshops that introduced PAGE to communities, certain promises were made by the district education offices that if the communities provide up front materials, there would be funding forthcoming from ZAMSIF or Micro-Projects for school infrastructure. The non fulfillment of these promises has led to the erosion of community confidence in the office of the DEOs.

#### **4.9.2 Community Involvement in Children's Academic Work**

With regards to community involvement in their children's school work, most parents reported that they inspect their children's books to find out what they have learnt at school. For example at Makuzu middle basic in Itezhi-tezhi, one old lady said that on one occasion she came to school to complain about the poor performance of her grandson. She pointed out that while the teachers do teach, they do not mark the work, which implies that she connected her grandson's poor performance to lack of feedback from the teachers in the form of marked work. Other parents at the same school also complained that, ***'teachers make too many journeys going to get their money from banks and this messes up the teaching'***. On the day the evaluation team visited the school, there was only one teacher present at the school, the head teacher had gone to Choma to collect his salary, and the PAGE coordinator had gone for a PAGE workshop. This shows that while parents are concerned and involved in the academic work of their children, the teachers may not be readily available to do their teaching due to many commitments, especially those who are in remote schools. Also they may not pay attention to the concerns of the parents on the children's education as is the case above. Most communities reported that they do not check on teachers to see if they are teaching, but as the comments at Makuzu Middle basic above indicate, some members of the community do notice the goings on at the school even though they may be ignorant of their right to complain.

### 4.9.3 Community action plans

Table 18. Number of Communities with Action Plans

School code	Name of School	School PAGE Status	Community action plan	
			Yes	No
1236	Bbelo	GRZ-PAGE	1	0
1657	Itezhi tezhi basic	GRZ-PAGE	0	1
1225	Makuyu	GRZ-PAGE	0	1
1664	Makuzu	GRZ-PAGE	1	0
1598	Matuwa	GRZ-PAGE	1	0
1231	Sompani	GRZ-PAGE	1	0
1613	Syakalyabanyama	GRZ-PAGE	0	1
<b>Sub-total</b>			<b>4</b>	<b>3</b>
1226	Nakanjele	GRZ-Comparable	1	0
1317	Nazilongo	GRZ-Comparable	1	0
1668	Ngoma	GRZ-Comparable	1	0
1608	Sikoongo	GRZ-Comparable	1	0
<b>Sub-total</b>			<b>4</b>	<b>0</b>
	Bushinga	Community PAGE	1	0
	Nahubwe	Comm-Comparable	1	0
<b>Sub-total</b>			<b>2</b>	<b>0</b>
	<b>Total Communities</b>		<b>10</b>	<b>3</b>
	<b>% of Total communities</b>		<b>76.9</b>	<b>23.1</b>

The table above shows that four (4) communities in GRZ PAGE schools have Action Plans, although most of them are unwritten and three (3) did not have. All the GRZ comparable as well as the two community schools, had unwritten Action Plans. The three GRZ PAGE schools that do not have community plans are those where the communities claimed that they were not told, or sensitized about PAGE. It is also interesting to note that these same communities are among those that claimed ignorance of the existence of the PAGE bicycle in the school, which indicates absence of cooperation and mutual trust between the schools in question and their respective communities. In fact the community at Itezhi-tezhi basic school complained about lack of cooperation among themselves as a community, which is an indication that no community mobilization has taken place. One of the reasons given for this state of affairs at Itezhi-tezhi is that a good number of its residents are fishermen and fishmongers with a mobile life style and hence are difficult to mobilize. Although most of the community Action Plans are on construction work at the school, some like at Bbelo in Kalomo and Bushinga in Itezhi-tezhi, have included community sensitization on the importance of girl child education.

#### 4.9.4 School capacity in working with communities

About six (6) schools had teachers who were trained in community interaction, and three schools had teachers trained in community mobilization. This implies that there were varying degrees of capacities in schools for working or interaction with communities as is demonstrated by the amount of community activity going on in the schools as observed above. However, it was observed that in almost all schools, except Bbelo in Kalomo district, PAGE committees were not functioning but just existed on paper. At Bbelo, the PAGE committee, consisting of the school PAGE coordinator, and members of the community, most of them women, was very active in making follow-ups of girl children who were absent from school without any explanation from the parents. While members of the community complained of lack of unity among themselves due to the fact that their headman lives far away, there were no tensions between the community and the school, and somehow, some of the few PAGE activities taking place help to bring them together. In some schools, the tension between the school and the community could be felt especially during the discussion of the PAGE bicycle. The evaluation team learnt that the programme called CHANGES had started working at Bbelo and in interviews with CHANGES programme officer, the team was informed that one of the achievements of that programme in its areas of operation was the creation of good relations between teachers and the community. It seems likely that Bbelo might have benefited from this capacity building, and the aim should be to extend this to other schools.

#### 4.10 HIV/AIDS

All the communities with whom focus group discussions were held agreed that people have been dying of suspected HIV/AIDS in their villages. The disease has assumed local names as evidence of people's experiences of it, for instance at Syakalyabanyama, in Siavonga district, they called it '**Nkondombela**' meaning one keeps on slimming to death, while at Matua in the same district, they called it '**Ube anyoko**', meaning you need a mother to look after you once you are suffering from Aids. At Sompani in the Gwembe they called it '**Mututuli musinza**', meaning don't throw away the left over soup, (an HIV/AIDS patient's plea for left over soup), and in Itezhi-tezhi, they called it '**Izuni**' meaning a big bird of prey which once it catches you cannot let you off its claws. Both in Siavonga and the Gwembe districts, the communities reported that those who die of HIV/AIDS come from towns and not local communities. One man at Makuyu said that '**AIDS is up there in town where you come from.**' However, in all communities, cases of death from suspected HIV/Aids were reported, though people said that these were few.

#### 4.10.1 Risky practices

There were a number of risky practices obtaining in some of the communities with whom focus group discussions were held, such as sexual cleansing, widow inheritance and polygamy. Although sexual cleansing was reported to have more or less died out in all the communities, practices such as widow inheritance and polygamy were still being practiced. Knowledge about HIV / AIDS is quite widely spread. The MOH through its health centers conducts IEC campaigns, and agencies such as CHANGES and World Vision in Kalomo have been sensitizing communities on HIV / AIDS. Teachers also conduct HIV / AIDS meetings with communities whenever they come from HIV / AIDS workshops, and in Siavonga a number of organizations are reported to target the youth on HIV / AIDS education. On the whole, according to the findings of this study, information on the subject is not lacking. What might be lacking is the will to change behavior. In one school in Kalomo, it was reported during focus group discussions that men are still interested in widow inheritance on the pretext that they want to take care of the deceased relative's children. At Makuzu in Itezhi-tezhi district, one woman lamented that when parents try to talk to their children about HIV / AIDS, the response is that, '*zuni came for people, not for animals*' and here in Makuzu, the '*zuni has harvested our children*,' she continued.

Table 19 Communities with HIV / AIDS Risky Practices

NAME OF COMMUNITY	RISK PRACTICES
Makuzu	<ul style="list-style-type: none"><li>- Polygamy</li><li>- Refusal to change life styles. It was reported by parents that "the youth say that HIV/AIDS came for human beings and not animals".</li></ul>
Najinka	<ul style="list-style-type: none"><li>- Widow inheritance</li><li>- Promiscuity among men. Women reported that "most men say that HIV/AIDS came for human beings and not animals".</li></ul>
Syakalyabanyama	<ul style="list-style-type: none"><li>-Polygamy</li><li>- It was reported that some women believe that there are few men to marry them and so they can even go into polygamous marriages.</li></ul>
Sompani	<ul style="list-style-type: none"><li>- Polygamy. Most men show unwillingness to stop polygamy, thus according to women present at the focus group discussion.</li></ul>

Itezhi-tezhi	- Sexual cleansing. It was reported that some community members still practice sexual cleansing.
Makuyu	Belief that HIV/Aids has not broken out in the local community. Some focus groups members were saying that, "HIV/AIDS is up there in town and those who die come from town." This implies that people do not take protective measures against the disease.
Katanda	- Refusal by some community members to attend HIV/Aids sensitization meetings organized by CHANGES. Some participants at the focus group meeting said that 'the problem is that not everybody attends HIV/Aids sensitization meetings organized by CHANGES.
Matuwa	- Polygamy - Women pointed out that the practice by elderly men marrying young women encourages the spread of HIV/Aids in the area.

## 4.11 School Clubs

Table 20. Schools by number of girls' clubs

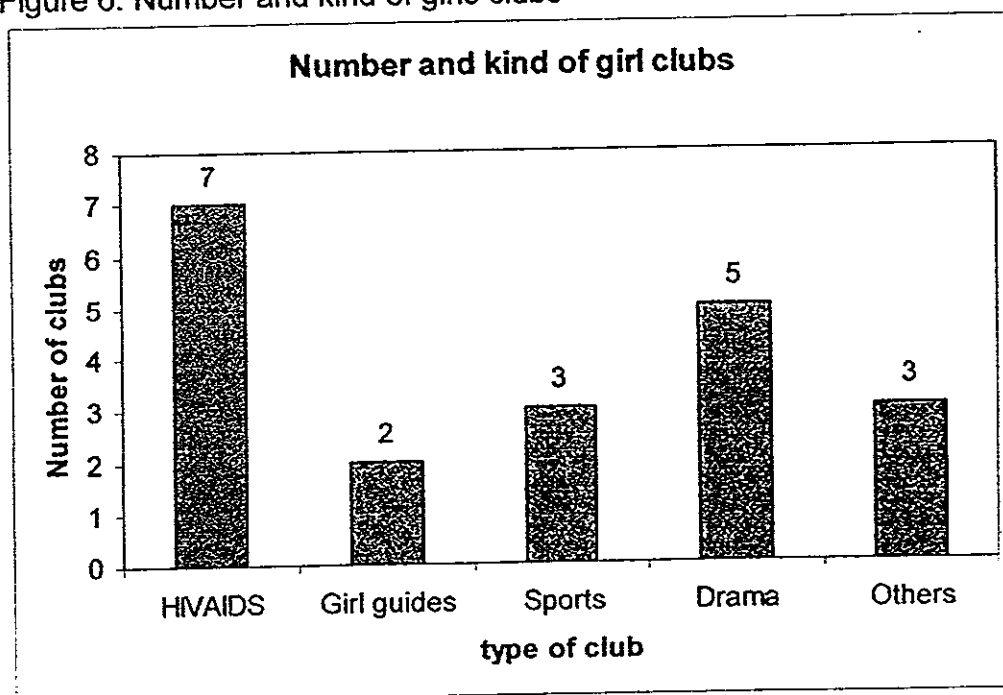
School code	Name of School	School PAGE status	Number of Girls' clubs
1236	Bbelo	GRZ-PAGE ✓	1
1657	Itezhi tezhi basic	GRZ-PAGE ✓	1
1225	Makuyu	GRZ-PAGE	0
1664	Makuzu	GRZ-PAGE ✓	3
1598	Matuwa	GRZ-PAGE ✓	1
1231	Sompani	GRZ-PAGE ✓	2
1613	Syakalyabanyama	GRZ-PAGE	0
<b>Sub-total</b>			<b>8</b>
1226	Nakanjele	GRZ-Comparable	0
1317	Nazilongo	GRZ-Comparable ✓	4
1668	Ngoma	GRZ-Comparable	0
1608	Sikoongo	GRZ-Comparable	0



<b>Sub-total</b>			<b>4</b>
	Bushinga	Community PAGE ✓	2
	Nahubwe	Comm-Comparable ✓	4
<b>Sub-total</b>			<b>6</b>
	<b>Grand Total</b>	<b>8</b>	<b>18</b>

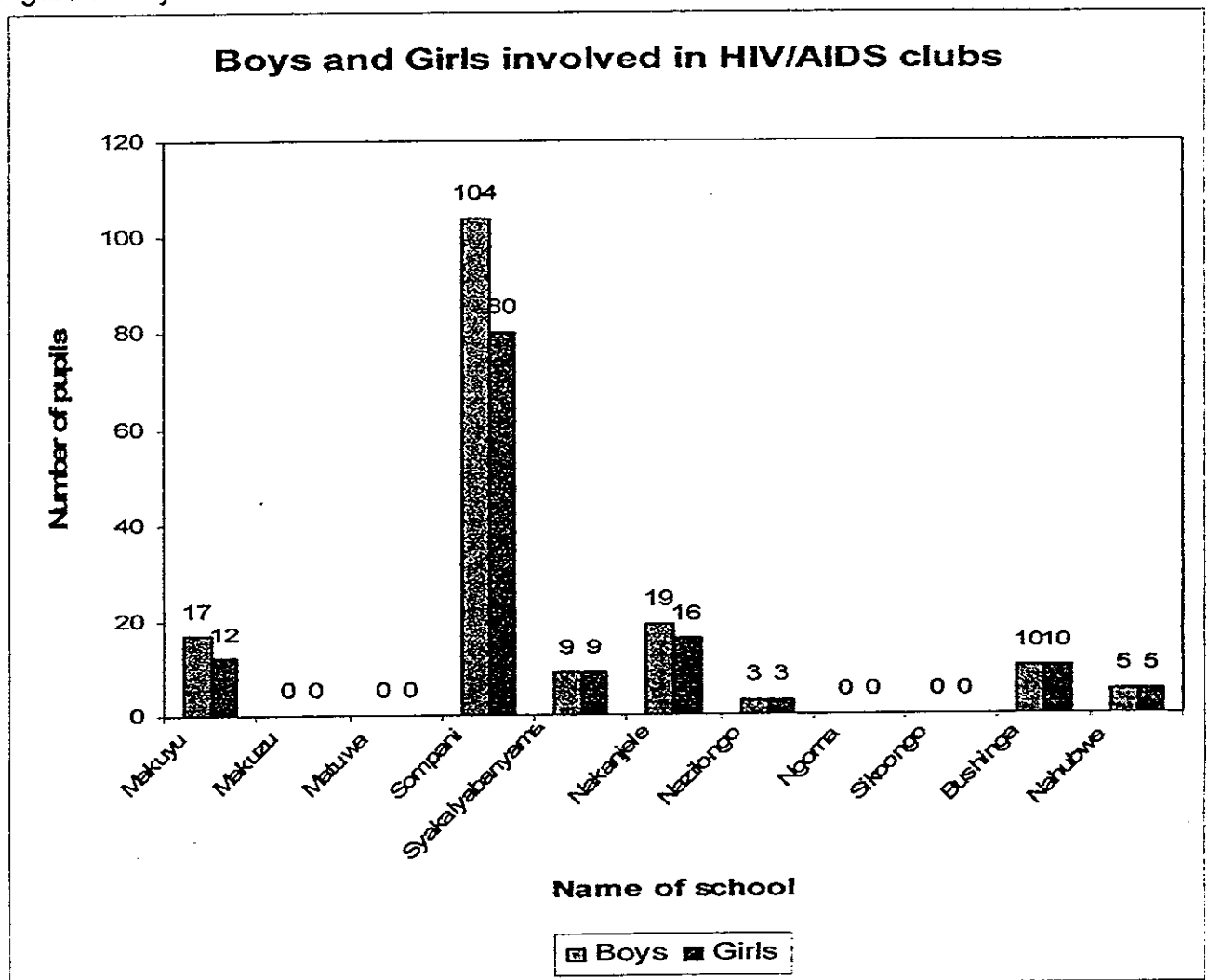
School clubs are meant to give girls an opportunity to compete on equal terms with boys and develop their leadership qualities. The table above shows that there are eight (8) schools with girls' clubs out of the thirteen (13) in the sample. At least two (2) PAGE schools are shown as having no clubs of any kind. It is not clear why these schools do not have clubs because according to our data, there are enough teachers in the two schools to manage extra-curricula activities. Furthermore in focus group discussions with the girls at Syakalyabanyama, as well as in-depth interviews with the school Page coordinator, the information from both sources indicate that there is an anti-AIDS as well as a drama clubs. Makuyu, in the Gwembe, can be said not to have any extra-curricula activities. Perhaps the reason why this information was not captured in the quantitative data instrument is because the information sought was specifically on girls' clubs, where as information from qualitative data indicates that some clubs are for both girls and boys, e.g, anti-AIDS and drama clubs involve both.

Figure 6. Number and kind of girls clubs



The figure above shows the types of girls' clubs to be found in the schools. These include HIV/ AIDS, drama, sports, girl guides and others in order of popularity. The category 'others' include poetry, choir, and cultural dances. HIV/ AIDS is prominent probably because of the availability of materials and a deliberate effort to promote HIV /AIDS education in the schools. With regards to the type of education being obtained from the clubs, the girls interviewed said they learn how to act in drama, music in the choir club and how to write and recite poems in poetry. One of the girls at Bbelo middle basic entertained the team with a poem on the PAGE, ' **PAGE, PAGE, PAGE, PAGE has come, has come to promote girls' education.**' In the anti-AIDS clubs they learn about the disease, how it is spread and how to avoid contracting it.

Figure 7. Boy and Girls involved in HIV/AIDS clubs



The figure above shows the numbers of girls and boys involved in HIV / AIDS clubs. According to the figure, only Sompani middle basic in the Gwembe, has all the pupils involved in HIV / AIDS activities. The other schools have very few pupils involved in HIV / AIDS activities. This situation is probably related to the fact that the teachers themselves do not feel confident in disseminating HIV/AIDS messages to the pupils, let alone run clubs. For instance teachers talked to at lezhi-tezhi upper basic school were not conversant with HIV/ AIDS issues. In 1999 UNICEF reported that the development and implementation of HIV/AIDS life skills training for primary school teachers is going on. In a recent statement on its position on HIV/AIDS and life skills the MOE has decided to adopt the integrated approach in which life skills would become a cross cutting issue to be addressed in all subjects, (UNICEF 1999). The absence of HIV/AIDS clubs in the majority of schools shows that HIV/AIDS is not yet a cross cutting issue taught in all subjects.

## **5.0 INITIATION RITES / CEREMONIES**

Initiation rites performed when a girl comes of age have been cited as one of the cultural practices which result in their dropping performance at school and sometimes out of school altogether, (UNICEF, Proposal to USAID, 1998:24, MOE, Guidelines for creating a girl friendly school, 2000). One of the PAGE interventions on advocacy and sensitization at community level is aimed at convincing communities to modify the content of what is taught to the initiate to suit young children and also to reduce the time for initiation seclusion as well as re-schedule the seclusion period to school vacations to reduce incidence of dropping out. One of the tasks of this study was to assess how much change has been achieved in this area through in-depth interviews with district and school PAGE coordinators and through focus group discussions with teachers, community members and school girls.

### **5.1 Kalomo**

The study found that the PAGE school in the sample in Kalomo claimed that initiation rites were no longer practiced in the school catchment area. This claim was made by all the stakeholders interviewed.

### **5.2 Gwembe**

In the Gwembe district, both the PAGE schools in the sample admitted that initiation rites were still being practiced in their areas. At Sompani middle basic, both the girls and the community were in agreement that the ceremonies do not interfere with school attendance as they are held during school vacations. The teachers on the other hand observed that while school attendance may not be affected, but the content of the training given to the initiates during the seclusion period gave rise to pregnancies and early marriages, because girls wanted to experiment on what they had learnt. At Makuyi in the same district, the school PAGE coordinator and

members of the community reported that there has been a decrease in the ceremonies as compared to the past. The girls said that in general, the ceremonies were held during school holidays, however, there are some school girls who get confined during school sessions and they do miss classes, 'so far two (2) girls whom we know went into seclusion during school time'. The teachers here also expressed concern at the sexual content of the training given to initiates which encourage girls to rush into early marriages. At both schools the purpose of the ceremony was said to be for the appeasement of ancestral spirits in order to avoid illness. At Sompani, the male members of the community said the purpose was to prepare girls on how to live with their future husbands, and the girls at Makuyu said, 'we don't believe that that the ceremonies have anything to do with ancestral spirits, we believe this is done to hasten girls' marriages'.

### **5.3 Itezhi-tezhi**

All three PAGE schools visited in Itezhi-tezhi said that initiation ceremonies were practiced in their areas. At Bushinga community and Itezhi-tezhi basic schools, the rites affect both girls and boys, because there many people from the Luvale ethnic group settled in the area near the lake. It appears that boys' school attendance is more adversely affected than that of girls. According to information obtained from the community at Bushinga, the initiation of boys takes place in June and involves all boys of particular age groups being taken to a Mkanda camp where they are expected to remain for six months. As a compromise between tradition and school requirements, when the initiates' wounds heal, they start attending school and commute between school and their camp for six months. Although this tradition is associated with the Luvale of North Western Province, it was reported that other ethnic groups had started sending their sons to the Mkanda camps as well. Girls are seen as getting off lightly in comparison to boys, because they are allowed to go to school while they are being initiated. At Makuzu, the girls complained about the conflicting messages they get at school, and when they were being initiated, **'at school we are told to stay until we complete school, but in these ceremonies we are taught how to live in marriage'**.

### **5.4 Siavonga**

One of the two PAGE schools in the sample in Siavonga reported having initiation rites in the area, although these were reported to take place during school vacations by all stake holders, and therefore were not seen as interfering with school.

Although parents seem to have made compromises by making alternative arrangements such as shifting the initiation period of girls to school vacations, or in the evenings after school, historical information indicates that similar compromises were made by parents as far back as the colonial era, (S. Mundumoko, M.A Dissertation, 1992). The fact that there has been a reversion to the old practices implies that the current compromises should be taken with

caution. In the absence of official pressure, parents may well slide back to the old ways. Another area of concern, compromises notwithstanding, is the content of teaching that is given to the initiate which is seen by gender specialists as perpetuating the subordination of women. Both these issues are a challenge to PAGE and represent some of the reasons why it has to continue.

## 6.0 DROUGHT

One of the issues the research considered is the drought and its effects on school attendance and performance. In all the communities where focus group discussions were conducted among teachers, pupils and community members, it was pointed out that the drought has negatively affected pupils' school attendance and performance. The evaluation also sought to determine the gender dimension of the effect of the drought among the pupils. It was found that, apart from Itezhi-tezhi upper Basic School, where relief food has been readily available, the rest of the schools have been badly affected by hunger. At Itezhi-tezhi upper basic the girls indicated that the drought has not yet negatively affected school attendance and performance. Elsewhere, the girls indicated that hunger has negatively affected their academic performance and attendance. Statistical data collected in the field indicate that there is a lot of absenteeism at almost every school visited, and both girls and boys were affected.

At Syakalyabanyama mid basic school in Siavonga district, the girls interviewed said, ***'hunger is very severe here and thirty (30) girls have stopped attending school due to hunger'***. The PAGE coordinator also said, ***'hunger has drastically affected enrollment in that children enrolled in the first term have dropped out, and attendance has also dropped down because children have no energy to come to school.'*** At the same school, girls said that they sometimes miss school because they are sent out by parents to sell vegetables at Chirundu so that they can get money to buy food. This was confirmed by the PAGE coordinator, who indicated that the drought in that area had a gender dimension in that girls are the ones sent to sell vegetables because they can be trusted to bring the money home, whereas boys use the money for their own purposes. This observation was also made at Matua in Siavonga by the community. The girls talked to at Matua middle basic told the evaluation team that boys do piece work and eventually stop coming to school while girls go into early marriages due to hunger in the area. On the whole it appeared that hunger was a lot more acute in the Siavonga, Kalomo and Gwembe districts, than in Itezhi-tezhi, where delivery of relief food was mentioned at least in two schools.

## **7.0 PERCEPTIONS OF PAGE**

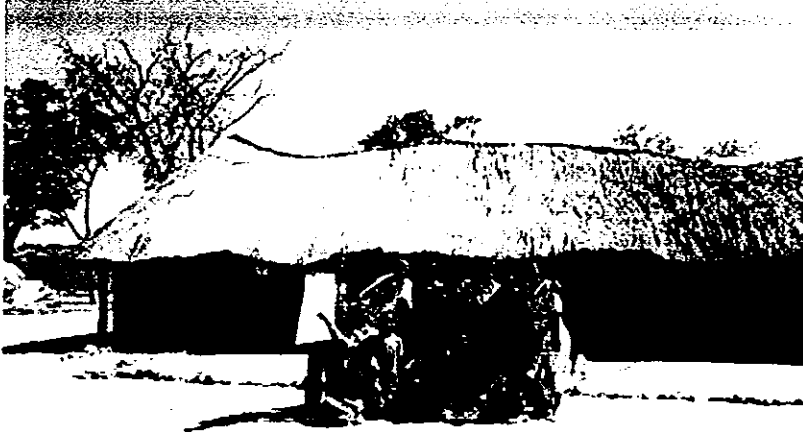
### **7.1 Community Perceptions of PAGE**

The purpose of this section was to capture the perceptions of communities and schoolgirls about PAGE and their understanding of it. This information was collected through focus group discussions. With regards to the community, most members saw PAGE in a positive light. At Katanda and Najinka in Kalomo, the communities claimed that PAGE had encouraged them to send their daughters to school and they were in agreement with that because girls were kind and never forgot when it came to helping parents, whereas boys were seen as caring only for their in-laws when they got married. This sentiment was echoed in other communities such as Makuzu in Itezhi-tezhi, Matua and Syakalyabanyama in Siavonga and indeed it is one of the reasons why the PAGE programme was popular in most communities. Another reason why PAGE was seen positively was that, whereas before parents thought that girls were only good for marriage, PAGE had made them realize that girls can perform just well as boys at school, and for this reason parents no longer forced girls into early marriages. Another area where PAGE was appreciated was the re-entry policy, even in communities where there was no deep understanding of its inner principles, parents said that they felt encouraged about sending their girl children to school because girls were now being given a second chance even if they had made a mistake by falling pregnant. They claimed that experience had shown them that girls who made this mistake rarely repeated it. The fact that parents saw their future security as being safer with educated girls than boys and that girls' education was no longer terminated by pregnancy are the two most significant factors for community support for PAGE.

### **7.2 Girls' Perceptions of PAGE**

In six out of seven schools, girls did not know what PAGE meant. The issue of girls' ignorance of what PAGE stands for is amply demonstrated in section 4.2 above. At only one school were girls able to say what PAGE stood for namely, Bbelo in Kalomo district. The reason for this has already been explained in section 4.2. With regards to the perceptions of what PAGE has done for them, only the girls at Bbelo reported positively that PAGE had made them free to mix with boys without being shy, and share class leadership roles on an equal basis with boys. They also reported absence of teasing from boys. Elsewhere, the situation has not changed. The only aspect of PAGE which was reported by all girls was the coming back of girls who had dropped out of school. Girls in all schools, apart from Bbelo, reported that boys have continued teasing them and making them uncomfortable in class by touching them and in one case at Matua, it was reported that boys bring mirrors to class which they put under the desk to look at girls' pants. The lack of knowledge of PAGE in these schools shows that

the programme has not been thoroughly integrated at school level and the reasons for this have already been discussed in 4.2 above.



**Picture4: Schoolgirls at Bushinga Community school in Itezhi-tezhi**

## **8.0 CASE STUDIES**

The intention of this study was to document a case study of two schools based in Kalomo district. The two schools, namely Katanda and Najinka, have been isolated from the rest of those visited because they have received an additional intervention in the form of a community sensitization and mobilization campaign undertaken by the Community Health, HIV / AIDS, Nutrition, Gender and Equity Education in Schools (CHANGES) programme. The study wanted to see what difference this intervention has made in terms of the level and quality of community involvement in school activities and on the girls themselves.

### **8.1 Katanda Lower Basic**

Katanda is situated 68 kilometers north west of Kalomo town in what used to be a game management area. The road to the school is a rough track and it is at least three hours' drive from the Kalomo district offices to the school. The school was established in 1991 and offers grade one to four. It has only one trained male teacher who is also the head teacher and PAGE coordinator. It has a school population of one hundred and sixty one (161) pupils of which ninety (90) are boys and seventy one (71) are girls.

#### **8.1.1 School Infrastructure**

The school infrastructure at Katanda was in a dilapidated state to say the least. The school consists of one grass-thatched block with two class rooms. The structure is made of wooden poles with lots of open gaps and it is doubtful if any

learning occurs during the rainy season because of these gaping holes. There is no school office for administrative purposes, so interviews with the head teacher had to take place in one of the class rooms. There was only one desk in this class room for the teacher and it threatened to fall apart any minute. The interviewer had to perch on it with care. The pupils sit on the mud floor in this class and use their laps as support for writing. The floor was dusty and so were the pupils since they had to sit on it. There was also one incomplete class room block without a roof and with cracked walls which the evaluation team was told awaited roofing after the cracks were mended. It looked as if it has stood there unroofed for a very long time. There were also three teachers' houses, but only one of these looked complete and is occupied by the head teacher. The head teacher kept no register or records of any kind. He kept the enrollment figures for 2002 on a slip of paper in his pocket, which he produced and handed over to the evaluation team as he welcomed it. Despite this however, there was evidence of community work every where in the school grounds, mounds of building sand, stones, kilns of bricks etc. A number of community members were present at the school doing some work.

## **8.2 Najinka Lower Basic**

Najinka is situated 36 kilometers from Kalomo district offices in the same direction as Katanda. The road is good up to a point, after which it becomes a rough track. Officially, the school offers grade one to four, but at the insistence of the community, starting from 2001 the school now offers grade five and six which is being supported by community effort. The school has a school population of two hundred and thirty two (232) pupils, of which one hundred and twenty four (124) are girls and one hundred and eight (108) are boys. There are two trained and one untrained male teachers. The untrained teacher is being employed by the community in order to meet the MOE conditions for initiating the two extra grades five and six. According to MOE conditionality, a school can only offer middle basic grades five to seven if there are at least three (3) teachers at that school. At the time of the evaluation, the community teacher had downed his tools as his employers had failed to pay him his salary. The head teacher has headed the school for the past six years. He appeared to be an energetic man who is very committed to his school. When the evaluation team arrived in Kalomo, there was a provincial sports tournament for all basic schools in the province and Kalomo district was the host. The head teacher for Najinka, who had escorted his pupils to the sports, had to abandon them temporarily in order to host the evaluation team at his school.

### **8.2.1 School Infrastructure**

Najinka was only slightly different from Katanda in terms of school infrastructure. The school consisted of a grass thatched block with two class rooms and a school office. Although the buildings looked just as dilapidated as those of



Katanda, there was some kind of order and efficiency about it which the other school seemed to lack. Each of the two class rooms had nine desks which were at least not falling apart as those at Katanda were. Some records were kept here, and the evaluation team was able to examine the registers to check on the pupils' attendance records. Here, as in Katanda, there was evidence of community labor everywhere, and the community itself was present.



**Picture 5: Community Focus Group Discussions at Najinka PAGE school in Kalomo**



**Picture 6: Inside one of the classrooms at Najinka PAGE school**

## **8.3 PAGE Interventions at Both Schools**

### **8.3.1 Water and Sanitation**

Katanda had neither a borehole nor a well any where near the school. Some members of the evaluation team explored the school grounds extensively to prove the point. The team was informed that the nearest source of water for the school was a stream one and half kilometers away from the school. The nearest source of safe water for the school was a borehole more than two kilometers away from the school which the evaluation team passed on its way to the school. Najinka, on the other hand, had a borehole about 700-800 meters away from the school, which was sunk in 2000 by D-WASHE. According to the head teacher, who personally struggled hard to have the borehole sunk (it was meant for some other place where water was not found), the fact that its location is some distance from the school premises has disadvantaged it as the borehole is now regarded as a community one. Two members of the evaluation team walked to the borehole and found that members of the community have allocated themselves pieces of land near and around the borehole for vegetable gardening. Both the head teacher and the PAGE coordinator explained that it was difficult for the school to send its pupils to fetch water from the bore hole due to the waiting involved since members of the community are always watering their gardens. As pointed out before in section 4.8 above, it is not clear what criteria was being used by WASHE for sinking these boreholes, because according to their report of 2000 on the water situation of USAID supported schools in Southern Province, only four (4) PAGE schools in Kalomo district are shown as having boreholes sunk using USAID funds. Meanwhile three (3) PAGE schools are listed as having only wells, Katanda being one of them. At the same time six (6) potential PAGE schools are shown as having had boreholes sunk with USAID funds. Even in the case of Najinka, the dispute with the community notwithstanding, the distance between the borehole and the school should have qualified the school for a borehole closer to the school if the related PAGE intervention of installing hand washing facilities and having them actively used is to be realized. After all, the evaluation team found a potential PAGE school in Siavonga with two boreholes, both within the school grounds, the second one paid for by USAID funds. As pointed out before, it is not inconceivable that distance and accessibility may have been used as criteria for sinking these boreholes, thus the more easily accessible a school was, the more likelihood of getting one, thereby putting a number of PAGE schools in a disadvantaged position.

### **8.3.1.1 VIP Latrines**

Neither school had VIP latrines: in the case of Katanda, there was only one ordinary pit latrine which has just been completed, but not yet operational, which was meant for girls, the other one was still at slab level. In the mean time, the evaluation team was told that both girls and boys were using the bush to relieve themselves. The community informed the team that the plan had been to build fourteen (14) latrines, but the materials received was only for three (3) and only cement and wire were received. Five holes had been dug in preparation for the construction of VIP latrines, but they had not yet been lined with cement. Najinka had three (3) ordinary pit latrines, one for staff and one each for girls and boys. There are no VIP latrines under construction. However, it was reported that D-WASHE had been to the school almost a year ago. Ten pockets of cement were delivered during the visit for VIP latrines but after this initial visit D-WASHE disappeared for a whole year. Worried that the cement might spoil, the head teacher went to consult the DEO's office where he was advised to find some immediate use for it before it spoiled. The head teacher together, with the PTA decided to use the cement to floor the head teacher's house, which up to then had no proper floor. Having done that, D-WASHE came back and demanded that the cement should be replaced. The head teacher explained that the PTA was not in any position at that particular moment to replace the cement as it had just raised some money to meet a micro- project conditionality. With this scenario, it is not certain how soon Najinka will get VIP latrines.

### **8.3.2 Module 7, Family Pac & ZEDUKITS**

Katanda had not received either Module 7 or Family Pac, however it had two ZEDUKITS. Najinka on the other hand had all three. According to the head teacher at Najinka, ZEDUKITS were received in 2000, Family Pac manual in 2001 and Module 7 in July, 2002. It has been observed already elsewhere in this work that the inaccessibility of some of the PAGE schools may have contributed to failure to distribute some of these materials by the district.

### **8.3.3 School Grants**

Both schools received grants. Katanda received K 2,600,000 in June this year, which is still in the bank, Najinka on the other hand received K550,000 from UNICEF between 1999-2000, and a constituency development fund of K300,000 in 2001 and some cement. The money was used to buy school requisites such as balls, books, pencils, hoes etc.

#### 8.3.4 PAGE Bicycle

Both schools received a PAGE bicycle each in 1999, and both are in working order. In both cases, the bicycles are used by the school and the PAGE committee to follow up pupils who are absent from school without explanation and also for other PAGE commitments in the community and at the DEO's office.

#### 8.3.5 Capacity Building on PAGE

With regards to capacity building on PAGE, the head teacher at Katanda attended only one workshop organized at the district level in 2001, which lasted for four days, but otherwise he received most of his capacity building from CHANGES when it came to sensitize the community on gender equity and HIV / AIDS. The PAGE coordinator at Najinka, accompanied by the head teacher, PTA chair person, and PAGE treasurer attended two workshops. One was an orientation to the PAGE programme, the other was on module 7. Otherwise he and the others received most of their gender training from CHANGES during its community sensitization campaigns. There seemed to be a clearer understanding of gender issues by the the PAGE coordinators of the two schools than among PAGE coordinators in the other schools visited particularly in the area of gender roles. In fact, the team felt that the emphasis on girls and boys being able to perform each others' roles at the school level, might lead to indirect pressure on girls to prove that they can also take on the same physical feats as boys at the expense of academic performance. For instance at Katanda the head teacher narrated this story, ***'we were putting up a roof on one of the latrines and I sent some boys to cut some poles for the roof, but a group of girls came up to me and asked why they could not go and do the same because he has taught them that they can do everything that boys can'.*** According to the PAGE coordinator at Najinka, capacity building on PAGE for the community took the form of sensitization workshops conducted one in each village by the PAGE committee. The PAGE committee started the process and then CHANGES came in last year and continued from where the committee left. During focus group discussions with members of the community, the evaluation team tried to find out what the community made out of the teachings on gender that they received from CHANGES and were pleasantly surprised to find how much to heart they had taken the message and how fascinated they were by it. One old man at Katanda made a physical demonstration of what this teaching had meant to him, which implied that the community had been in the dark all along and has just been enlightened. With regards to capacity building of pupils on PAGE, the coordinator at Najinka ***said 'we try to teach our pupils what PAGE is all about and what is expected of them. This has led to the pupils being serious with their work and performing better'.*** Although the girls talked to were unable to say what the PAGE acronym meant, the story above indicates that they were well versed about some of its principles. They indicated that they were now free to mix and play with the boys like brothers and sisters, and boys were fetching water and washing up dishes even

at home. Clearly, from the scanty number of workshops attended by the main stakeholders under the PAGE programme as outlined above, had CHANGES not come in to continue with the gender sensitization and advocacy for the advancement of girl's education, there would have been no difference in terms of level of understanding of PAGE between these two communities and those we have looked at above. In fact, the situation might have been worse, especially for a community like Katanda with only one teacher who attended only one capacity building workshop.

### 8.3.6 Community Involvement in School Activities

As observed above, the focus of community involvement in both communities is on provision of labor to mold bricks and burn them, ferrying building sand, stones and other building materials. The intensity of the work in these two communities left the evaluation team wondering whether there was time left for the members' own personal tasks. In Katanda alone, there were over eleven kilns of bricks, some burnt, others waiting to be burnt and mounds of sand and stones every where. Najinka was no less active. In fact, there were signs of environmental degradation there as some of the sand was being dug from near the school. In both communities, the plans are to expand the schools and build teachers' houses, in order to attract more teachers. At Katanda in particular, the community was desperate since there is only one teacher. Both communities wanted to expand their schools in order to offer basic education locally. At Katanda the community said that although some of those girls who had dropped out of school had started going again, the school where they have to go is far away and it is difficult for them to keep going. Both communities are also involved in the academic work of their children, one old man at Katanda said, ***'we parents are also enlightened now, we emphasize on looking at our children's school work, and in an effort to please the parents the girls also work hard.'*** Similar sentiments were also being expressed at Najinka where one community member made this observation about girls' performance, ***'PAGE has changed girls' behavior because they now concentrate on their studies and they are passing number one, it has also taught us to learn about Family Pac.'*** When asked if they check on the teacher to find out if he is teaching, the community at Katanda said that parents pass by the school, but since there was only one teacher, it was common to find children playing outside.

### 8.3.7 School Clubs

As is to be expected in a school with one teacher, there are no school clubs at Katanda, but there seems to be some sports of some kind since the evaluation team found the head teacher in the sports field with some of his pupils. At Najinka, there is a Girl Guide club, HIV / AIDS and Drama, which meet twice a week, but the number of boys and girls involved in each club was not known.

### 8.3.8 HIV / AIDS

All the girls at both Katanda and Najinka said they had heard about HIV / AIDS and although a few had no clear idea of how it was transmitted, most of them were able to cite at least one mode of transmission. For instance, although one of the girls at Katanda said that HIV / AIDS could be transmitted by leaving nshima uncovered, and then eating it without washing one's hands after using the toilet, the other girls knew that it was transmitted through sex or by sharing a sharp instrument such as a razor blade with someone who is infected. Members of the community were even better informed about HIV / AIDS than their girl children. The team was told that the CHANGES program has been visiting the local communities and educating them about HIV / AIDS, but some community members at Katanda observed that the problem was that not every one in the community attended those meetings. Members of the community knew some people who had died of suspected AIDS illnesses, but not many, so its effects have not been felt much. The community said that they had stopped sexual cleansing as a way of protecting themselves. Even though the community in Katanda is very informed about HIV / AIDS through CHANGES, the focus group discussions indicated that some people still believe that those who die from it come from town. One man said, '*the thin ones are not here*', meaning HIV / AIDS patients. At Najinka, there was a lively focus group discussion on HIV / AIDS which indicated that community members were quite informed about it. They were aware that such practices as polygamy, sexual cleansing and inheriting widows, were a risk, but it appeared that polygamy and to some extent widow inheriting were still practiced by some. It was observed by members during the discussion that although CHANGES had done a lot to educate people about HIV / AIDS, not every one followed this teaching. Women and men teased each other lightheartedly about each other's behavior.

## 8.4 Effects of Drought

Hunger, which is a result of the drought experienced by some parts of Zambia last year, has had a negative impact on school attendance of both girls and boys. Girls interviewed confided that some of their friends have stopped attending school due to hunger. Community discussions in this area revealed that the hunger situation in the area has changed people's eating patterns. Since there is only one meal to be eaten per day, parents discourage their children from going

to school so that that one meal can be shared by all members of the family together. This situation was more acute in Katanda than Najinka.

## **8.5 Initiation Ceremonies**

Both schools indicated that initiation ceremonies are no longer held in their areas, and as observed above, Bbelo middle basic, also in Kalomo district, indicated that there were no initiation ceremonies there either. It is not clear whether these ceremonies have died out in Kalomo district as a whole or just in some parts of it and what influence has led to their disappearance. If they have indeed died out in the entire district, it is likely that there may be a number of converging factors that has led to that, such as drought, the decimation of livestock etc.

## **8.6 Partnership with CHANGES**

While the implementation of most of the PAGE interventions may not have gone as well as was expected in the two schools as in the others visited, one thing that seemed to have worked well is the partnership with CHANGES. As pointed out above, the CHANGES program has undertaken community sensitization and mobilization campaigns on the advancement of girls education and on HIV / AIDS in Kazungula and Kalomo districts. The programme will eventually cover other districts in Southern Province. CHANGES also specializes in creating understanding and good working relationship between schools and their respective communities. The two schools, Katanda and Najinka, (and to some extent Bbelo), are some of those whose communities have been covered by these campaigns in Kalomo district. While the two were the most disadvantaged of all GRZ schools visited, in terms of school infrastructure, they were also the most advanced in terms of their relationships with their respective communities and understanding of PAGE's underlying principles. There was a remarkable difference between the communities in these two schools and those visited in other districts in a number of ways:

### **8.6.1 Relationship between School & Community**

While most schools visited seem to have cordial working relationships with their respective communities, there were however certain areas where relations threatened to be hostile, for instance, on the issue of the PAGE bicycle and to some extent the school grants. In Katanda and Najinka, not only was there mutual understanding between the school and community in terms of planning and working together, (Najinka was the only school found with a written plan produced by community and school), but there was also transparency between the school and the community. The PAGE bicycle, which threatened to jeopardize focus group discussions elsewhere, was seen as a joint resource in the two schools, to be used by both the school and the community in pursuit of

PAGE objectives. In both schools, the community admitted knowledge of the existence of the bicycle, and the evaluation team was told that it was used by the PAGE committee to follow up pupils who were absent from school without explanation, especially girl children. With regards to school grants, in the other schools we were told that the community hears about the arrival of a school grant through the PTA, but the school decides on how to use this money on its own. At the Katanda and Najinka however, most community members were aware of the arrival of school grants and the PAGE committee is involved in deciding how the money was to be spent.

### **8.6.2 PAGE Committees**

In the other schools the team visited, there were no operational PAGE committees except at Bbelo. In fact the PTA was being used for PAGE activities as well. At the two schools however, the PAGE committees are separate from the PTA, and they include representatives from the PTA, women's clubs, headmen, etc., this does not only broaden community involvement in school activities but also increases the number of channels through which the community can get information about happenings at the school. The PAGE committees at both schools are active. At Najinka, the PAGE committee has taken the system of following up pupils who are absent from school further by imposing a penalty on any parents found keeping a girl child from school for no good reason. The penalty is to perform community service at the school. The evaluation team was interested in finding out whether there had been any parents who have been penalized so far, and were told that quite a number had been and that this has improved school attendance.

### **8.6.3 Level of Understanding of PAGE**

The evaluation team also found that there was a marked difference in the level of understanding of what PAGE was trying to do between the communities in these two schools and the others visited. In the other communities PAGE was understood only in terms of encouraging girl children to go to school and finish, and to bring back those who had dropped out. These messages were then translated into school expansion activities to ensure that these children finish basic education close to home. The two communities at Najinka and Katanda felt the same way in this respect, and because of their disadvantaged position i.e., having schools which offered only lower basic education, and not having proper school infrastructure, the two communities labored even harder than others. However, these activities were being undertaken in the context of a clearer understanding of the behavioral change inherent in PAGE both at school and household level, which did not exist in the other communities. Through the gender sensitization work carried out by CHANGES, the plight of the girl child with regards to education was being understood in the context of the sexual division of labor at household level, which confused gender roles for sex roles. There seemed to be genuine attempts at redressing this situation both at school



and household levels and not only as it pertains to the girl child, but even between spouses. Admittedly, the evaluation team had no means of ascertaining how much of what was being said in the discussions was true, but it was nevertheless heartening to hear men at Najinka confess that in the past they were inhibited from helping their wives with household chores because they feared to be ridiculed as being under petticoat government, ***but 'now the education we have received from CHANGES and PAGE has freed us from these fears. In the past, let us say the wife and I have been working in the fields from six in the morning to thirteen hours, when we come back, I would sit and rest while the wife goes to fetch water, light the fire and start cooking, these days, when she goes to fetch the water, I light the fire and start the cooking, so that when she comes back she finds some of the jobs done, and I do this while the children are watching so that they understand that this is the way things should be', (man from Najinka).*** When we asked the women if this was true, they agreed, although they qualified that not all men were doing it, but quite a number had started. Another uplifting experience for the team was to listen to the men and women both at Najinka and Katanda engage in lighthearted banter and teasing during the focus group discussions. At Katanda, the community was telling the team about the use of the PAGE bicycle when the women interrupted and reported jokingly that the men did not let them ride the bicycle although they were also in the PAGE committee. At Najinka while HIV / AIDS was being discussed one man teasingly said, ***'these women should also learn to remonstrate with us if we engage in risky behavior,' and the women picked it up and said, 'we do, but you never listen to us, especially when a relative dies and leaves behind a plump looking widow.'*** This was a gamble on our part as the original plan was to split the two into separate focus group discussions in order to give women the chance to express themselves freely. But time constraints dictated one group discussion and the team was pleasantly surprised to hear the women express themselves so freely and challenge their men without any inhibitions. The evaluation team construed this to mean that some change was taking place in that community because as a norm, Tonga women are generally inhibited in the presence of men.

## 9.0 PERCEIVED IMPACT OF PAGE

This study tried to capture the perceptions of the various stakeholders on PAGE's achievements through in-depth interviews with PAGE coordinators at provincial, district and school levels and also through focus group discussions with teachers and communities. The study also tried to find out if there were success stories associated with the achievements of PAGE. The findings are that PAGE is perceived as having been successful by stakeholders at all the levels mentioned above. Its achievements were measured in terms of:

- Increase in enrollments of girls

- Re-enrollment of girls who had dropped out of school due to pregnancies or some other causes.
- Improvements in daily school attendance of girls, (reduced absenteeism)
- Follow up of girls who are absent from school
- Increase in passing rate of girls
- Improvements in girls' class performance and participation
- Increased interest in school by girls
- Improved relationship with boys through sport
- Impressive performance of single sex classes
- Reduction in cases of early marriages

## 9.1 Success Stories

The study captured the following success stories from one community at Najinka:

- ***Story from an old man at Najinka community***

***'If we look at the advantages of PAGE, we look at what used to happen in the past, girl children used to be just thrown away. As soon they became slightly grown up, it was marriage, that is all. It seemed that girls had no other role that they could play, their role was just to get married, finish. Nowadays, we are happy because we have discovered that the knowledge from PAGE has uplifted the status of girls so that they just don't get married any how. It is good that they are now going back to school. This knowledge has pleased us and we want it to continue so that we learn more.'***

- ***Story from a young man at Najinka***

***I, myself, have two sisters who got pregnant while at school, one has now become a nurse. They got pregnant and came back home and after breast-feeding their babies, they went back to school. One is already a nurse, the other one is still training as a nurse at Chikankata Mission hospital. So that is how it was.***

## 9.2 Community Disappointments

However, there were also expressions of disappointments at the apparent non-implementation of a number of PAGE interventions which are seen as crucial in encouraging girls to come to school. VIP toilets were mentioned both at the provincial and district levels as one of those interventions which has not been fully implemented. In Gwembe district, the PAGE coordinator complained that most of the toilets built were not roofed. Inadequate staffing, and in particular lack of female teachers was seen by community members in particular, as having a negative effect on the performance of PAGE. At Bbelo middle basic in Kalomo, one member of the community observed, ***'the difficulties with this PAGE are that, while it advocates for equality or advancement of girls' education, there are only male teachers in the school and no female teacher'***. Another member of the community commented that it was a good idea to have PAGE, ***'especially if it was carried out the way it is supposed to be'***. At Makuzu middle basic in Itezhi-tezhi, while the community admitted that PAGE had made a difference in terms of girls' performance, they observed that the problem was that the school had few teachers, ***'when two are away (as was the case during the evaluation team's visit), there is only one teacher and the children start playing, some do not even come to school. We also want to bring a female teacher because at the moment we have only men'***. There were also expressions of disappointment at the perceived delay by the government to provide the rest of the building materials for infrastructure expansion, since the communities feel that they had done their part by providing up-front materials.

## 10.0 STATISTICAL INDICATORS

This study also tried to measure the perceived achievements by collecting statistical data on enrollments, retention, teacher / pupil ratios etc., at provincial, district and school levels wherever possible. The first two (2) tables are based on field data from the provincial office and looks at progression rates to grade 8 by national and basic school cut off points by gender for the thirteen (13) schools in the study sample for the years 2000 and 2001. Data for earlier years could not be found within the time of the team's visit. The rest of the tables compare the 40 PAGE with non PAGE schools in the four (4) PAGE pilot districts in terms of progression to grade 8, retention, pupil / teacher ratio, dropout rates, pupil / textbook ratio using EMIS data for the years 2000 to 2001, EMIS data for earlier years was not complete. The grade 1 enrollment data compares 2002 information from PAGE schools collected at provincial, district and school levels by the team with similar information from previous years, namely 1999, 2000 and 2001.

## 10.1 Progression Rates

Table 21 National cut off point by School, Number and Sex of Pupils Proceeding to Grade 8 and Year

School code	Name of School	School status	Year 2000		Year 2001	
			Girls	Boys	Girls	Boys
1236	Bbelo	GRZ-PAGE				
1657	Itezhi tezhi basic	GRZ-PAGE	0	0	1	
1225	Makuyu	GRZ-PAGE	0	0	0	
1664	Makuzu	GRZ-PAGE	0	1	1	
1598	Matuwa	GRZ-PAGE	5	7	4	
1231	Sompani	GRZ-PAGE	0	0	3	
1613	Syakalyabanyama	GRZ-PAGE	2	2	3	
<b>Sub-total</b>			<b>7</b>	<b>10</b>	<b>12</b>	<b>1</b>
1226	Nakanjele	GRZ Comparable	3	1	0	
1317	Nazilongo	GRZ Comparable	3	2	1	
1668	Ngoma	GRZ Comparable	2	1	0	
1608	Sikoongo	GRZ Comparable	0	0	0	
<b>Sub-total</b>			<b>8</b>	<b>4</b>	<b>1</b>	
	Bushinga	Community PAGE	0	0	1	
	Nahubwe	Comm-Comparable				
<b>Sub-total</b>			<b>0</b>	<b>0</b>	<b>1</b>	
<b>Grand Total</b>	<b>13</b>		<b>15</b>	<b>14</b>	<b>14</b>	<b>2</b>

**Note that no pupils have sat for grade 7 examinations at Nahubwe community school due to delays in submitting names of candidates to examination centers by school authorities.**

According to the table above seven (7) girls and ten (10) boys managed to proceed to grade 8 by national cut off point from GRZ PAGE schools and eight (8) girls and four (4) boys from GRZ comparable schools for the year 2000. In the year 2001, twelve (12) girls and eighteen (18) boys from GRZ PAGE schools and one (1) girl and no (0) boy from GRZ comparable schools, proceeded to grade 8 by a similar cut off point. According to the above figures, PAGE schools seem to be doing well in respect of both boys and girls in comparison to the GRZ comparable schools for both years. PAGE schools seem to have improved significantly, in respect of both girls and boys in the year 2001, while it appears that the situation of both girls and boys in the GRZ comparable schools has declined in that year. These figures have to take into account that the GRZ PAGE schools are almost twice as many as the GRZ comparable schools and the statistics are only for two years which do not necessarily indicate a trend.

Table 22. Basic school cut off point by Number, Sex of Pupils Proceeding to Grade 8 and Year

School code	Name of School	School status	Year 2000		Year 2001	
			Girls	Boys	Girls	Boys
1236	Bbelo	GRZ-PAGE	0	0	0	0
1657	Itezhi tezhi basic	GRZ-PAGE	33	40	28	34
1225	Makuyu	GRZ-PAGE	4	9	3	17
1664	Makuzu	GRZ-PAGE	0	3	2	0
1598	Matuwa	GRZ-PAGE	7	10	3	3
1231	Sompani	GRZ-PAGE	0	0	3	0
1613	Syakalyabanyama	GRZ-PAGE	8	6	4	15
<b>Sub-total</b>			<b>52</b>	<b>68</b>	<b>43</b>	<b>69</b>
1226	Nakanjele	GRZ Comparable	10	8	4	9
1317	Nazilongo	GRZ Comparable	0	0	7	12
1668	Ngoma	GRZ Comparable	3	0	3	2
1608	Sikoongo	GRZ Comparable	0	0	19	21
<b>Sub-total</b>			<b>13</b>	<b>8</b>	<b>33</b>	<b>44</b>
	Bushinga	Community PAGE	0	0	0	5
	Nahubwe	Comm-Comparable	0	0	0	0
<b>Sub-total</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>Total</b>	<b>13</b>		<b>65</b>	<b>76</b>	<b>76</b>	<b>118</b>

The table above indicates that 52 girls and 68 boys from GRZ PAGE schools proceeded to grade 8 by basic school cut off points for the year 2000, while 13 girls and 8 boys proceeded to grade 8 by the same method from GRZ comparable schools in the same year. In the year 2001, 43 girls and 69 boys from PAGE and 33 girls and 44 boys from comparable GRZ schools proceeded to grade 8 by Basic School cut off point. While five (5) boys from one community schools also proceeded to grade 8 by the same cut off point in the same year. The figures above indicate a slight decrease in the number of girls proceeding to grade 8 by Basic school cut off points for the year 2001 from GRZ PAGE schools, while there is an increase for both girls and boys proceeding by Basic School cut off point for that year from GRZ comparable schools. According to both tables above, while there are indications of improvement in the performance of girls in PAGE schools, however girls are still consistently lagging behind boys at both National and Basic school cut off points.

## 10.2 Grade1 Enrollment Figures For 1999-2001

Table 23 Grade 1 Enrolments for PAGE schools by year

District	1999			2000			2001		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
Gwembe	145	170	315	193	182	375	218	210	428
Itezhi tezhi	209	210	419	224	244	468	269	248	517
Kalomo	267	260	527	263	279	542	291	306	597
Siavonga	330	315	645	341	321	662	345	323	668

According to the table above, there was a general increase in enrollment figures for all PAGE schools in all pilot districts. However, the increase in enrollment figures for Gwembe and Itezhi-tezhi is much higher than for the other two districts. Siavonga has registered the least increase in enrollment figures for both boys and girls, while Kalomo registered the highest enrollment figures for girls.

## 10.3 Retention Rates.

Table 24 Grade 1-5 Retention rate by Sex, 2000

Districts	Non-PAGE			PAGE		
	Male %	Female %	Total %	Male %	Female %	Total %
Gwembe	88.3	67.7	77.8	44.4	43.1	43.8
Itezhi Tezhi	83.0	85.5	84.2	57.0	58.9	58.0
Kalomo	77.4	74.5	76.0	51.0	37.8	44.3
Siavonga	75.8	65.0	70.5	56.3	45.7	51.2

Table 25 Grade 1-5 Retention rates by Sex, 2001

Districts	Non-PAGE			PAGE		
	Male %	Female %	Total %	Male %	Female %	Total %
Gwembe	67.0	61.4	64.2	53.5	50.0	51.9
Itezhi Tezhi	86.3	83.8	85.1	62.2	70.1	66.1
Kalomo	83.0	80.0	81.5	62.0	59.5	60.7
Siavonga	75.0	63.0	69.0	73.5	64.9	69.4

In terms of retention rates from grade 4 to 5, the overall picture given by the tables above is that there is a slight improvement for the year 2001. However, the retention rates for non

PAGE schools are higher for both boys and girls for the two years in question except for Gwembe which has registered a decline in the year 2001. In terms of PAGE schools, there has been a significant improvement in the retention rates for the year 2001 for both girls and boys although the rates for boys are still slightly higher than those for girls, with the exception of Itezhi-tezhi where the retention rates for girls have been higher than those for boys for the two years. The study would particularly like to draw attention to the improvement in the retention rates for girls in the PAGE schools which has occurred in Kalomo and Siavonga districts in the two years in question (37.8% in 2000 to 59.5% in 2001 for Kalomo and 45.7% in 2000 to 64.9% for Siavonga respectively). If this becomes a trend, then PAGE could be said to be effective in improving retention of girls at the middle basic level.

#### 10.4 Pupil Teacher Ratio

Table 26. Teacher Pupil Ratio for 2000-2001

Pupil/Teacher ratios by district, school PAGE status District	2000		2001	
	Non-PAGE	PAGE	Non-PAGE	PAGE
Gwembe	45.7	65.5	50.9	74.0
Itezhi Tezhi	59.5	54.1	72.4	61.3
Kalomo	60.5	83.6	58.4	89.2
Siavonga	53.3	51.9	50.7	52.8

The table above shows the numbers of pupils per teacher, and the overall picture indicates that there is a general shortage of teachers in all four districts and all schools, PAGE or non PAGE. However, the situation in the PAGE schools seems to have worsened in the year 2001 as the number of pupils per teacher has increased while the number of teachers has either remained static or decreased. This confirms our observation elsewhere in this report that there is a general shortage of teachers in most of the schools visited. The increase in the pupil / teacher ratio in PAGE schools can probably be attributed to the success of the re-entry policy and also the improvement in retention rates as observed above.

## 10.5 Dropout Rates

**Table 27 Total Dropout rates by Sex, District, School PAGE Status for grades 1 -7, 2000**

District	Non-PAGE			PAGE		
	Male %	Female %	Total %	Male %	Female %	District
Gwembe	2.24	3.93	3.05	2.13	3.41	Gwembe
Itezhi Tezhi	7.15	7.87	7.50	3.88	2.61	Itezhi Tezhi
Kalomo	4.00	3.92	3.96	9.95	13.73	Kalomo
Siavonga	2.94	5.25	4.02	6.77	8.71	Siavonga

**Table 28 Total Dropout rates by Sex, District , School PAGE Status for grades 1 -7, 2001**

District	Non-PAGE			PAGE		
	Male %	Female %	Total %	Male %	Female %	District
Gwembe	4.48	4.22	4.36	1.49	1.20	Gwembe
Itezhi Tezhi	0.90	1.17	1.03	2.53	2.94	Itezhi Tezhi
Kalomo	3.45	3.85	3.65	1.66	1.10	Kalomo
Siavonga	2.76	4.10	3.39	6.54	9.04	Siavonga

According to the tables above, the dropout rates have generally decreased from the year 2000 to 2001 in both PAGE and non PAGE schools, with the exception of Gwembe and Siavonga. In the case of the Gwembe, there has been an increase in the dropout rates of both girls and boys in non PAGE schools from 2.24% for boys and 3.93% for girls in the year 2000, to 4.48% and 4.22% for boys and girls respectively in the year 2001. In that of Siavonga, there has been an increase in the dropout rates of girls and a slight decrease amongst boys in PAGE schools, from 8.71% in 2000 to 9.04% in 2001 for girls, and from 6.77% in 2000 to 6.54% in 2001 for boys. However, the rest of the PAGE schools have shown a significant decrease in the dropout rates for both girls and boys in the year 2001, especially in Kalomo where the rates for both girls and boys have dropped from 13.73% to 1.10% for girls and 9.95% to 1.66% for boys respectively. This implies that something may be happening in most of these districts, but it is difficult to draw any conclusions on the basis of data covering only two years.



## 10.6 Textbook / Pupil

Figure 8 Textbook/student ratio for non-PAGE schools

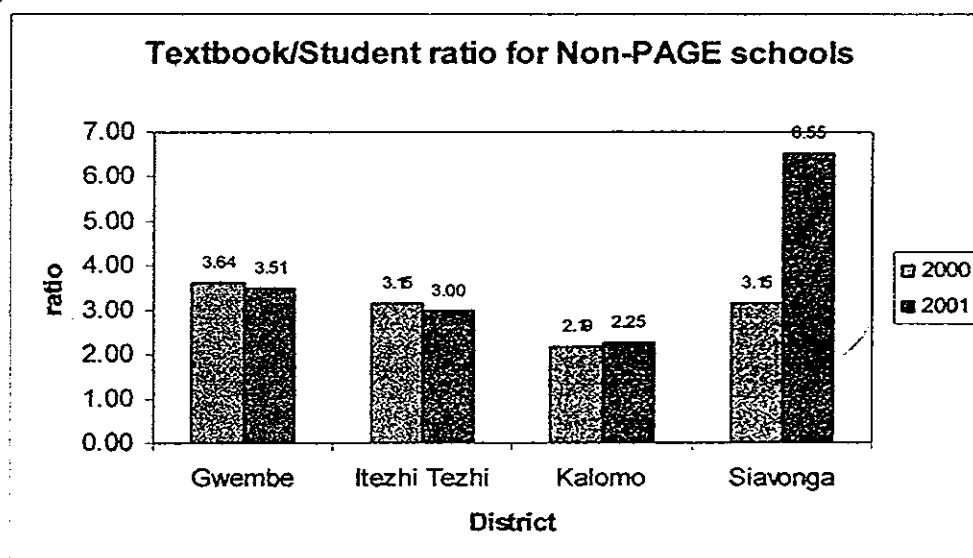
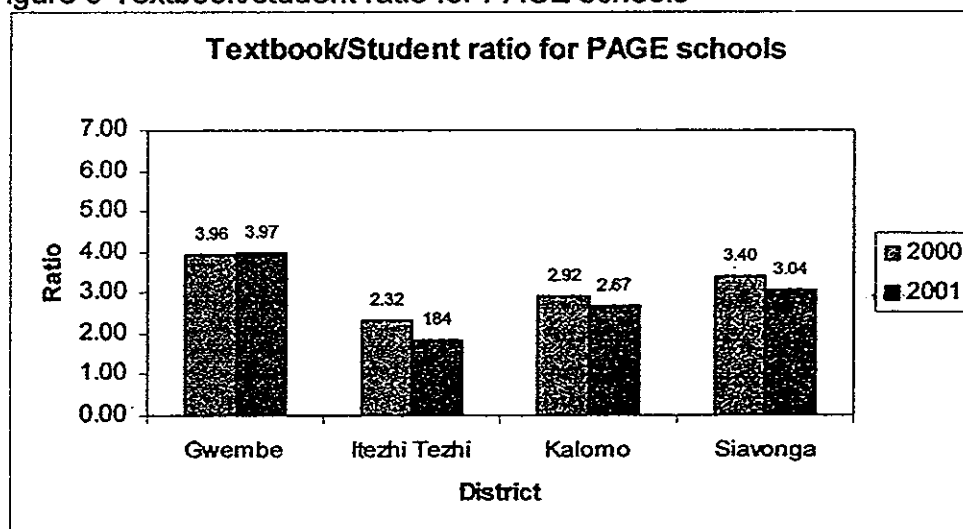


Figure 9 Textbook/student ratio for PAGE schools



The figures above show the number of pupils per textbook for the year 2000 and 2001. The general picture indicates that the textbook situation is not significantly different between PAGE and Non PAGE schools. Siavonga and Gwembe seem to have the highest number of pupils to a textbook in both PAGE and non PAGE schools. The team's observation in schools visited with regards to this indicator is that textbooks become more scarce the higher the grade, grades 1-4 seem to have fewer pupils per book, but from grade 5 upwards, the situation become grave.

## **11.0 MANAGEMENT, REPORTING & PLANNING PROCESSES**

### **11.1 National Level**

At the national level, the institutions involved are UNICEF, MOE and USAID through the Gender and Equity Sub-committee and the PAGE Implementation Committee (PIC). These are involved in policy issues, mobilization and control of funds and resources as well as of educational materials and giving technical assistance in the implementation of PAGE at national level. Members of these committees are also to some extent, involved in monitoring of the program. The major weakness here is that, this level is far too removed from the school and community where implementation takes place, so that those at the top may not have a clear picture of what is happening at the bottom and it also makes coordination of the programme difficult as has already been shown in the findings.

### **11.2 Management at Provincial Level**

According to the Provincial PAGE coordinator, the PAGE management at the province consists of a provincial management committee which is composed of the PEO, who is the chair, the PAGE coordinator and other senior members of the provincial education office. This committee is supposed to provide leadership and guidance in the implementation of PAGE activities. According to the provincial PAGE coordinator, the committee meets regularly and has met a number of times this year, but has no fixed schedule of meetings. However, according to the UNICEF Annual Progress report for the year 2001, the committee never convened a meeting for the whole of that year, (UNICEF, May 2002). In addition, the position of PEO, who is supposed to chair the committee, was filled with uncertainties due to the presence of two officers holding that position in the same office, which affected the functions of the committee, (UNICEF, May 2002). In addition there is also a steering committee composed of heads of departments of other government ministries, NGOs such as FAWEZA, Save the Children, (Norway). According to the provincial PAGE coordinator, this committee does not seem to be functional because its roles do not seem to be well defined, and she reported that that it has not met at all this year. (When asked about the role of the steering committee the PAGE coordinator said it does not do much).

#### **11.2.1 Planning and Reporting at Provincial Level**

According to information from the province, planning for PAGE takes place at district level with the province providing technical assistance in the process. The provincial PAGE coordinator then consolidates the district plans and submits one provincial plan to the Gender and Equity Unit at the MOE headquarters. The provincial PAGE coordinator also prepares quarterly progress reports based on what is received from

the districts and submits them to MOE Gender and Equity Unit. However, only one report has so far been submitted to the Gender and Equity Unit this year covering the months January to August, 2002, which indicates that reporting is not done each quarter. The report itself does not give much information on crucial areas such as monitoring and contains some inaccuracies, for instance under the Research Component, the report claims that enrollments had improved due to gender friendly environment and teaching methodologies and Module 7 is indicated in brackets, when in fact, this Module is absent in most schools. The report also claims that affirmative action is progressing well, especially in the Gwembe, where there is a female DEO and six (6) female head teachers. However, when the evaluation team passed at the Gwembe DEO's office early in August, this year, it was reported that there were only four (4) female head teachers in the whole district, and this was not seen as progress by that office. The report further claims that in Itezhi-tezhi, all ten (10) PAGE schools had at least one female teacher as role model, but the findings of this study indicate that there are at least four (4) PAGE schools in that district, one of which was visited by the evaluation team in August this year 2002, with no female teachers on their staff. Information of this nature is available from the PAGE Data Analysis Sheets at the provincial education office, it is not clear why this data was not used for preparing the quarterly report. This reflects inadequate reporting capacity at the provincial level which does not auger well for the lower management at district and school levels.

### **11.3 Management at District Level**

At the district level, PAGE management consists of a district PAGE committee comprising of the DEO, PAGE coordinator, who is also the district inspector of schools (DIS), the accounts person and the EO. The evaluation team was told that this committee does not have a fixed schedule for meetings, but the meetings are demand driven. The provincial PAGE coordinator felt that the district level management is not active enough. However, there was evidence that the district and the school are connected in the sense that the district offices seem to have played their role in successfully launching the program at school and community levels by undertaking the initial sensitization workshops and carrying on with the planning process. In spite of all this, the district level also faced its own constraints in that the DEO for Itezhi-tezhi was suspended by the district administrator for six months and the DEO for Gwembe passed away, which affected the implementation of the program in these districts.

#### **11.3.1 Planning and reporting at district level**

According to the district PAGE coordinators interviewed, the planning starts at school level with the schools and their respective communities producing action plans. These are then reviewed at the district annual review meeting at which all the schools are represented by three members, i.e., the school PAGE coordinator, the head teacher, and the PTA or PAGE committee chair person. This meeting, which is

chaired by the district PAGE coordinator, consolidates the district annual work plan which will then be taken to the provincial annual review meeting which is attended by the provincial and district PAGE coordinators. This meeting which is chaired by the provincial PAGE coordinator, prepares the provincial annual work plan submitted to the Gender and Equity Unit at head quarters. However, in almost all the schools the evaluation team found no functional PAGE committees with exception of the three PAGE schools in Kalomo. Further, the team found no capacity for planning and reporting at school level. Only one school had a written action plan, otherwise the rest were verbal. The evaluation team wondered how the planning at the district level is done when there is no capacity at the school level. In a follow-up interview, one DEO said that towards the annual district review meeting, the school PAGE coordinator and the head teacher put down something to present as an action plan, and that the action plans from the schools are always roughly done. With regards to reporting, the district PAGE committee reports quarterly to the provincial office. The last meeting the PAGE pilot districts had with province was in August this year to review district PAGE activities. However, the team saw no sample of a report from the district PAGE committee to the provincial office.

#### **11.4 Management, Planning and Reporting at School Level**

According to information obtained at district level, at the school level there is supposed to be a PAGE committee composed of two pupils (i.e a boy and a girl), one teacher who is the school PAGE coordinator and ten community members. In some schools there are supposed to be village based PAGE sub-committees whose task is to sensitize the communities on PAGE. These subcommittees report to the main PAGE school committee. The main PAGE committee is supposed to report to the district PAGE committee twice per term. The team saw no sample of a report from the school to the district. With regards to planning, the school PAGE committees are supposed to prepare the action plans which reflect the identified PAGE interventions. These action plans are later presented at the district annual review meeting. However, according to the findings of this study, most schools have no functional PAGE committees. In fact PTAs are being used to handle PAGE activities. The evaluation team also did not find any school where the existence of village based PAGE subcommittees was mentioned. As mentioned above, schools were found to have no planning or reporting capacity, as is evidenced by the fact that most schools had only verbal action plans. This indicates that capacity in the critical areas is lacking at the school and community levels and since this is the area where most of the action is supposed to take place, its absence means that the program cannot be implemented effectively.

#### **11.5 Distribution of PAGE Intervention Materials**

The study tried to find out if there was a distribution system for PAGE materials to schools. According to the findings, there seems to be no definite distribution system, instead a variety of channels are used. For instance, the study found that in the case of ZEDUKITs , the Curriculum Development Centre was hired to deliver the materials

to schools. In other situations, materials are left at the district offices for onward distribution to schools due to the awkward geographical location of the Provincial headquarters. This seems to have been the case with bicycles. In the case of module seven (7) and Family Pac, the study found that the district inset providers in district resource centres were supposed to train the teachers in the use of the manual and module seven and to distribute to schools thereafter. The study further found out that some materials may be distributed to schools by the provincial office provided there is an officer on a PAGE monitoring trip to those schools. The evaluation team was told that in all cases there should be documentation to indicate receipt items by the receiving office. The study recognizes that flexibility in a program like PAGE is a strength, but at the same it makes monitoring of the delivery of the materials almost impossible. It also makes it difficult for the major actors such as the DEO and the PEO's offices to know what school has received what materials.

A case in point is the claims that were being made by the two offices with regards to quantities of Family Pac and module 7 that were said to have been sent to the various levels when at the school level there was nothing. This clearly indicates that coordination in the distribution of materials is lacking.

## **11.6 Monitoring and Evaluation**

In the program description, it has been observed that there have been problems in the area of monitoring and evaluation of the progress of PAGE. A number of reviews have pointed out the weaknesses in this area, (A. Bernard, 1999 & 2000, Ponga et al 2001, Mumba et al 1998 & 1999). According to UNICEF, what should have happened is for them to have undertaken a monitoring exercise at least once a year, but this has not been possible due to shortage of staff. The involvement of the UNZA Validation Team should have been sufficient had UNICEF insisted on UNZA producing a monitoring plan which included a monitoring tool acceptable to all stakeholders, which would have been used at agreed intervals. Because this did not happen, the last report UNZA produced was not accepted by stake holders and currently this agreement is on hold. The monitoring of PAGE is consequently being carried out through MOE structures. USAID's role is mainly that of providing financial support to PAGE, however, at least one monitoring visit was undertaken and a report produced (M. Thomas & K. Noel, 1999). This monitoring trip covered eight (8) schools in Kalomo district. The report gives a detailed account of the initial PAGE activities that were being undertaken at the time such as community sensitization, setting up of PAGE school committees as well as the status of some PAGE interventions such as bicycles, siting of boreholes etc. The report also gives an idea of the school situation in terms of infra-structure and statistical data on staffing and pupils. There has been no such comprehensive monitoring report since. Monitoring from the MOE headquarters has been undertaken through the Gender and Equity component. While efforts have been made in this area, it has to be pointed out that the component consists of two officers who, apart from their other responsibilities, have to oversee PAGE activities in other provinces as well, therefore, their efforts can only be minimal. Consequently all reliance is on the

provincial and district structures of the MOE. However, monitoring trips have been undertaken from the MOE headquarters to at least six provinces, including Southern Province for the years 1998, 2000, and 2002. Southern Province was covered twice, in 2000 and 2002. The reports on these trips give comprehensive coverage of the status of each intervention (2000, report on Southern province, noted the absence of Module 7, Family Pac and ZEDUKITS from schools). The weakness however, is that the reports rely heavily on information from the provincial office, district offices and schools close to the district offices or the main road ( both 2000 and 2002 monitoring reports visited Kalomo Central Community school). Information about remote schools are based on data from the province and district offices, and as this study has shown, data from these offices alone cannot be relied on. According to the findings of this evaluation, the management structure is too long and the source of many bottlenecks in terms of monitoring, some of which have been amply demonstrated in this report. Our findings at the province, district, and school levels emphasize the weakness of this structure. The situation quoted elsewhere in this report, where the province claims to have sent materials to the district and the district to have distributed to the schools, while the schools claim not to have received them, is indicative of that weakness in the monitoring mechanism. The provincial progress report for January to August 2002 reports that four groups of monitors went out to four different districts to monitor, but what exactly is being monitored is not clear ,because there is not much depth of information under the monitoring section, and there is no mention of the absence of Module 7 or Family Pac in schools. At the school level, the PAGE committees, which are supposed to link the program to the community, are almost non existent, which means that the program is not clearly understood by the community and that monitoring at the school level does not exist. Another area of weakness is the absence of a link between the program and the main stakeholders who are the pupils. Pupils were originally supposed to be part of the PAGE school committee, but since this structure is non functional, they are completely left out. With regards to the PAGE statistical tool currently being used by MOE to track down some of the PAGE indicators, while it captures some important indicators such as enrollments figures, affirmative action etc., it does not capture the girl friendly atmosphere created by the use of module 7, the involvement of parents through Family Pac, HIV/AIDS, sensitization, etc. It also assumes that there is capacity at school level for record keeping. The research team had the experience of arriving at one school and being given the enrollment figures for one year, extracted from the head teacher's pocket on a small piece of paper. There was no register or any record of any kind at that school except this slip of paper. Apart from this experience, there are some information gaps from some schools in the PAGE Statistical data sheets which the evaluation team picked from the provincial office, and some schools in Itezhi-tezhi for instance, had not submitted their data sheets. Unless all head teachers are made to understand the importance of collecting this data through capacity building, these data sheets would not be useful as a monitoring tool. Another factor contributing to the difficulties in monitoring is distance and inaccessibility of some of the PAGE schools e.g., most of those in the Gwembe..

## **11.7 Unintended Outcomes of the Programme**

- The study identified a number of unintended outcomes of the program such as the suspicions expressed by the communities over the possession and use of the PAGE bicycle by the school.
- The criteria used to select pilot PAGE schools has resulted in capturing disadvantaged schools in terms of infrastructure, distance and accessibility etc., which in turn, has led to these schools missing out on a number of interventions for which they were selected, such as capacity building training, boreholes, VIP latrines.
- The expectations aroused in the communities by the advent of the program that their respective schools were going to be upgraded due to the choice of disadvantaged schools as pilot PAGE.
- The indiscriminate manner in which some of the PAGE interventions have been distributed such as Water and Sanitation to potential PAGE schools, leading to some schools believing that they are PAGE schools, when they are not e.g., Nahubwe community school.
- The emphasis being placed at school level, on girls proving that they can do similar physical activities as boys at the expense of intellectual performance, leading to a skewed view of this particular intervention.
- The training strategy which targets a few individuals at each level of the ministry has led to a situation where PAGE information is vested in these individuals at the expense of everyone else.

## **12.0 CONCLUSIONS**

The overall impression is that PAGE is a very popular program, appreciated by all stakeholders. It is a viable and relevant program with a potential for changing gender relations at school and household levels, and for the improvement of the quality of life for the girl child and consequently that of the boy child as well. Therefore it should not only continue but be given all the support available.

### **Community Readiness to Support PAGE**

This study found that there was a readiness on the part of the community to receive the PAGE program for a number of reasons. Firstly, according to the community, parents saw their future security as being safer with educated girls who can be trusted to be more reliable and caring to their parents than boys. Secondly, the fact that pregnancy was no longer seen as a hindrance to girls' continuation at school, was seen as an additional reason to support her. The readiness of the community to support the PAGE program is shown in practical terms by the statistical indicators in terms of improved enrollment figures, retention, and reduced dropout rates of girls. Although the study is based only on statistical data for two years, there is reason to believe that what the data suggests now might become a trend as long as PAGE continues. Other ways in which the community has shown its readiness to support the program include:

- Participation of communities in following up girls who are absent from school in those schools where PAGE committees are functional.
- Compromises parents have made over initiation ceremonies whereby in all districts which practice these rites, they are now held during school holidays.
- The indications observed in the two case studies where communities have begun to change gender roles for the benefit of the girl child both at the school and household levels.
- The fact that the re-entry policy has been taken seriously by communities as is shown in the success stories and the statistical data.
- The amount of work that has been going on to expand the school infrastructure has all been geared to the promotion of the PAGE program

### **Partnership with CHANGES**

Another area where the PAGE program has succeeded is in the partnership with the CHANGES program in terms of preparing the communities for the PAGE program through community sensitization and mobilization. As is shown by the two case



studies where CHANGES was implemented, the level of understanding of PAGE principles, as well as commitment to the improvement of the situation of the girl child, not only in terms of education but also in terms of gender roles, was impressive and not observed elsewhere the evaluation team went. Another area where the impact of CHANGES was noticeable is in the transparency of the partnership between the school and the community. The three PAGE schools visited in Kalomo were the only ones where PAGE committees were functional and where there was knowledge of the existence of the PAGE bicycle with no friction about its use between the community and the school.

### **Changes in Kalomo**

According to the findings of this study, there are some changes taking place in Kalomo which need to be highlighted:

- Transparent partnership between school and community
- Community involvement in following up girls who are absent from school including the imposition of penalties on defaulting parents
- Changing patterns of gender roles at school and at household level
- The dramatic improvement in terms of statistical indicators such as dropout rates, retention rates and enrollment figures.
- The dying out of initiation ceremonies

### **Problems with Implementation**

Despite the above successes, the program has not been without problems. At the provincial and district levels, the initial implementation of PAGE was affected by uncertainties in the PEO's office and also problems at the district education offices of two of the pilot PAGE districts. There also seemed to be lack of preparedness on the part of management as is evidenced by the fact that crucial interventions such as module 7 and Family Pac, both of which are targeting the community, the school and the pupils, who are the main actors in the program, have still not been delivered to the schools. The distribution system whereby many channels are used to deliver materials to schools has been found to be both a strength and a weakness, the strength being the maximum utilization of available resources and the weakness, being that it makes accountability almost impossible.

## **Affirmative Action**

The area of affirmative action also still needs to be addressed. The study has shown that there is a large cadre of female senior teachers who can be appointed to the positions of deputy and school heads and other qualified women who can be education officers, and even district education officers. Another area of concern is the shortage of qualified teachers in general and women in particular in most rural schools due to lack of proper accommodation and other services. This study has shown that women are willing to stay in rural areas as long there is a standard shelter and other basic services, such as water, etc.

## **Water and Sanitation**

The intervention under Water and Sanitation has been characterized by lack of agreement by the major stakeholders, i.e., WASHE and MOE, especially in the area of VIP latrines. There is confusion not only on number and type of structure to be constructed, but also on the actual type of latrine whether VIP or VIPP. This area has also been characterized by indiscriminate distribution of interventions by WASHE such as boreholes and VIP latrines using vague criteria, which has put MOE in a situation where it is seen as giving differential treatment from one community to the other.

## **Module 7 & Family Pac**

The fact that these two interventions are not in schools means that a girl friendly atmosphere in most schools is lacking and not much have been achieved in the way of systematically engaging parents, pupils and teachers in the learning process.

## **ZEDUKITS**

Most PAGE schools visited had received these, and teachers in those schools are excited about using them and report that the kit makes teaching and learning interesting.

## **Grants**

All schools visited had received grants, most of them from GRZ. However, the study felt that the grants were inadequate to empower the schools to carry out any meaningful activities.

## **PAGE Bicycles**

With regards to the PAGE bicycles, there seemed to be fairly good maintenance since six (6) out of ten (10) bicycles in the PAGE schools visited were still running. Of concern with regards to the bicycles, was the atmosphere of mistrust which was generated by lack of information on the part of the community about the presence of a PAGE bicycle due to lack of transparency on the part of some schools. This lack of transparency seemed to be a result of the bicycle not being used for the intended purpose.

## **Capacity Building**

The PAGE training strategy, which focuses on a few people at each level, who are in turn expected to train others, has been found to be ineffective because it does not equip the small group with sufficient skills to enable them to train others. This coupled with the absence of module 7 and Family Pac manual has resulted in failure to train fellow teachers and the community.

## **School Capacity in Working with Community**

It was found that while most schools seemed to have a good working relationship with their respective communities, but those with functionary PAGE committees worked together even better.

## **Community involvement**

There was a lot of community activity in the area of provision of building materials for the expansion of school infrastructure, as the community associated the success of PAGE with the improvement and expansion of their respective schools so that their girl children do not have to walk far in order to complete their basic education. The intensity of the activity was relative to the perceived disadvantage of the schools. The more disadvantaged the school was in terms of infrastructure, the more the community labored.

- The study also found out that the community sees a relationship between ZAMSIF / micro-project funding and the achievement of PAGE objectives.
- The criteria used for choosing PAGE schools captured the most disadvantaged schools in terms of infrastructure, staffing, grade levels, distance and accessibility, which proved to be a disadvantage in terms of implementation and monitoring of the programme due to inaccessibility of the schools, staff shortages making implementation ineffective. In addition, it has put MOE in an awkward position with regards to its re-entry policy because in some schools, girls who have come back can not continue at

their local schools which only terminate in grade four. It also raised community hopes with regards to rehabilitation and expansion of their respective school infrastructure, because communities thought the introduction of PAGE would lead to infrastructure improvement of their schools by the government.

### **HIV/AIDS and school clubs**

- Most communities are aware of HIV/AIDS and have been affected by it through loss of close relations. However, there were still some risky practices such as polygamy being practiced in all districts and to some extent, widow inheritance.
- Most schools do have clubs such as drama, sports, Anti-AIDS etc, but the number of pupils involved in the latter was very low. However, the effective running of school clubs is dependent on adequate numbers of teachers in the school and most of the PAGE schools are under staffed.

### **Drought**

- All districts visited were affected by hunger due to the drought of the last season. Absenteesm was high in all schools and both boys and girls were affected. However, in Siavonga district, the effect took a gender dimension as girls were pulled out of school to help sell vegetables in Chirundu to make a bit of money to buy food. This was because girls were more trusted to bring back the money realized from the sales than boys.

### **Community's perception of PAGE**

Most communities perceived PAGE positively. The fact that pregnancy was no longer seen as a hindrance to the girl child's chances of succeeding at school, made investment in her less risk than it was before. Secondly, according to the community, the girl child had proved to be the more reliable and caring to parents than the boy, therefore this was seen as an additional reason for supporting her.

### **Girls' perception of PAGE**

Most girls' understanding of what PAGE was, and how it was supposed to affect their lives was at best vague, and at worst, non existent. In most schools, girls continue to be teased and made uncomfortable by boys' attentions, due to the fact that there has been no gender sensitization of pupils in most schools.

## **Perceived impact of PAGE**

PAGE is perceived to have had a positive impact through the increase in enrollments, return to school of girls who had dropped out, improved performance of girls through active participation in class, renewed interest in school by girls, reduction in girls' absenteeism, improved relationship between girls and boys through sporting activities etc. Some of these perceptions are borne out by the statistical indicators below.

## **Statistical indicators**

Although the statistical indicators on the program are based on a two year period, they suggest some improvements in girls' enrollments, retention and dropout rates in PAGE schools.

## **Management, Planning and Reporting Processes**

- The PAGE management structure has been found to be too long. Furthermore, it breaks down at the school and community levels where implementation is supposed to take place.
- The fact that there are no fixed schedules for meetings in the management structure at both provincial and district levels affects the implementation of the programme at all levels, as is evidenced by the fact that the PMC did not meet for the whole year in 2001. The fact that the PAGE Steering Committee at the provincial level is inactive has meant that there is no body to oversee the functioning of the PMC. In addition some extraneous events in the PEO and some district offices also affected implementation of the program.
- The fact that there is no capacity for writing plans at school and community level means that planning is affected at the higher levels in the sense that it becomes questionable whether the school / community plan which is taken to the district review meeting represents majority consensus or not. Also, since PAGE committees are not functional in most schools and the PTAs are used for this role, it is not clear whether the action plans taken to the district represents PAGE per se or the usual PTA plans.
- There are weaknesses in the reporting process from the provincial office to the Gender and Equity component at MOE headquarters in terms of timely reporting and the depth and coverage of the information contained in the reports.

### **Monitoring and evaluation**

- This area was found to be weak, the long hierarchy in the management structure makes both coordination and monitoring difficult .
- Between the province, district and school, it is difficult to track down the whereabouts of essential PAGE materials which are supposed to be at schools, due to weakness in the monitoring mechanism.
- The current monitoring tool, while it captures essential statistical data, is limited in that it does not capture qualitative indicators of other major interventions. It also assumes capacity in record keeping at school level, which is not there.
- The distance and inaccessibility of some PAGE schools have compounded the problems involved in monitoring
- The distribution system of PAGE materials make monitoring and accountability almost impossible.

## **13.0 RECOMMENDATIONS AND LESSONS LEARNT**

### **PAGE Implementation in Southern Province**

- The success of PAGE program depends on the community, teachers and pupils' understanding of the underlying principles inherent in PAGE, i.e gender and equity issues.
- Another lesson learnt is that PAGE can take off regardless of the presence or absence of some of the crucial interventions if there is adequate preparation of the community and school in terms of understanding the gender and equity issues.

**It is therefore, recommended that PAGE resources should be invested at the community and school levels in the area of building the community and school capacity in understanding gender and equity issues, ( PAGE training should be conducted at school and community levels, only specialized training should be at district level)**

**Therefore, it is recommended that in future planning of PAGE, adequate time and resources (human and financial) should be allocated to the ground work at these levels so that the actual interventions come to reinforce this ground work.**

**It is further recommended that interventions such as Module 7 and Family Pac should be introduced after at least one year of capacity building (ground work) for teachers, pupils and community in gender and equity issues, and the interventions should be seen as reinforcing this work.**

- Another lesson learnt is that the communities have their own understanding of what was supposed to be put in place in order for the program to succeed.

**In future the planning of PAGE should take into account community perspective of how the program should be implemented i.e community perceptions of what should be put in place in order for the program to take off.**

- Another lesson learnt is the importance of building partnerships with other programs/ organizations which work in community mobilization on education, HIV/AIDS, etc as has been the case with CHANGES

**It is recommended that the PAGE program should build partnerships with other organizations working in gender and equity issues, education, HIV/AIDS, etc in order to get specialized assistance and strengthen existing ones with CHANGES, FAWeza etc.**

**It is further recommended that MOE through PAGE continues working with other partners in the area of HIV / AIDS in order to promote behavioural change and also encourage pupils to be involved**

- Another lesson learnt is that possibilities of changing gender relations are stronger in the rural communities than in urban areas, due to the hardships of rural life, communities are pre-disposed to adopt any knowledge which promises to improve their quality of life

**It is recommended that NGOs, GRZ, donors etc including PAGE working in rural programs should exploit this pre-disposition.**

**It is further recommended that any future urban based study of PAGE should explore the urban community's stand in terms of changing gender relations in order to identify entry points for intervention**

- Affirmative Action: the lesson learnt is that women can stay in rural schools provided there is standard accommodation, water, and assurance of reaching a health facility when necessary.

**It is recommended that MOE through the district education office, assist communities through capacity building to write project proposals in**

**order to access ZAMSIF funding for improvement of school infrastructure including teachers' houses.**

- Another lesson learnt is that there is a pool senior female teachers who can be promoted to management positions such as head teachers, deputy head teachers, education officers, district education officers etc.

**It is therefore recommended that MOE should implement affirmative action without delay.**

- There is a general shortage of trained teachers, particularly women in most rural schools due to the undeveloped state of the rural areas.

**Fundamental policy changes at national level which put the rural areas as priority on the agenda for development are required in order to address the rural-urban imbalance.**

- WASHE: Lesson learnt is that perhaps an outside contractor should have been hired to implement the water and sanitation component over whom UNICEF would have had more authority to demand delivery of goods rather than an in house arrangement with WASHE

**The recommendations are that the major stakeholders i.e., MOE, UNICEF, USAID, and WASHE should dialogue and retrieve the situation by:**

**a) Ensuring that all pilot PAGE schools with wells and other unreliable water points should have boreholes wherever possible**

**b) All pilot PAGE schools should have standardized VIP latrines such as those observed by the evaluation team at Matua and Sikoongo in Siavonga district, and the numbers per school should be agreed between MOE and WASHE.**

- **ZEDUKITS**

**ZEDUKITS have been found to make teaching and learning interesting**

**It is therefore recommended that ZEDUKITs should be supplied to all PAGE schools.**

- **Choice of pilot schools:** The lesson is that the criteria used for choosing pilot schools was unfortunate, in the sense that it limited the full implementation of the program due to the absence of basic resources and inaccessibility of some of the schools



**The criteria used for any future pilot program should consider optimum level of resources in schools to enable piloting of the program effective, should a disadvantaged school be chosen, there should be a package of interventions accompanying this choice to address the inadequacies.**

- **Management:** Management hierarchy of PAGE has been found not only to be too long and cumbersome, but also to break down at the lower levels where action is supposed to take place.

**It is recommended that the district becomes the focal point of PAGE. It is further recommended that stakeholders should decide on how this should be implemented..**

**It is further recommended that most PAGE resources should also be located at this level for easy transmission to schools. School grants should be increased in order to empower schools to under take capacity building activities.**

- **PAGE Bicycles :** A lesson learnt with regards to the PAGE bicycles is that, where they have been used for the intended purpose, they have proved useful in empowering school and community in carrying out some PAGE activities.
- Another lesson learnt is that while most schools seemed to have good working relations with their respective communities, those with functionary PAGE Committees were found to work together even better

**It is therefore recommended that if UNICEF has some funds left, some should be allocated for maintenance of the bicycles in order to promote continuity of these activities.**

**It is further recommended that capacity building in the area of school / community working relations should be undertaken in those schools where this lacking in order to promote transparency between school and community in the use of PAGE resources, in particular the PAGE bicycle.**

**Furthermore, PAGE Committees should be resuscitated and these should include other community members not just the PTA, in order to enhance school / community working relationship even more.**

- **Initiation Ceremonies:** Parents appear to have made some compromises with regards to the timing of initiation ceremonies to coincide with school vacations

**It is therefore recommended that sensitization in this respect should now focus on the revision of the content of education given to girls during the**

seclusion period so that the focus of the education is on hygiene and life skills.

It is further recommended that parents in some parts of Itezhi-tezhi district where the Mkanda is practiced, should be sensitized to make compromises about the initiation of the boys similar to those made for girls.

- **Monitoring and Evaluation:** The lesson is that the monitoring exercises that have been carried out from the provincial level are not informative enough to give a clear idea of what is happening at the school level and that the current monitoring instrument fails to capture essential qualitative indicators.

It is recommended that in addition to the current PAGE statistical data sheet, another monitoring tool should be prepared to capture qualitative indicators, and that monitoring be seen as a serious data collection exercise whose findings should feed back into the program. Since PAGE is a community based programme, the additional tool should include community, and school (teachers and pupils), perceptions of the progress of the programme.

Apart from the MOE monitoring exercises, there should be involvement of another body similar to the arrangement arrived at between UNICEF and UNZA, but this time the body should be required to produce a monitoring plan which includes an agreed monitoring tools involving all stakeholders.

#### **Lessons Learnt from Evaluation Approach taken during the Study**

- With regards to the approach taken during this study, the team has learnt that the amount of problems experienced trying to track down information about the whereabouts of some interventions, could have been avoided if the bottom –up approach had been used, more probing could have been have done at the district and provincial levels to get to the bottom of things.

It is recommended that future evaluations on PAGE should consider collecting data from the school level first, and using the findings at this level to probe further at the district and provincial levels.

- On the basis of the focus group discussions held with school girls, this study felt that it would have been illuminating to have included focus group discussions with school boys to learn what their views on gender issues, and how they see their relationship with the girls at the school.

It is recommended that future evaluations of the programme should also target school boys in order to capture their views and perceptions.

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## **APPENDICIES**

## **APPENDIX A**

### **LIST OF PEOPLE CONSULTED AND INTERVIEWED**

## APPENDIX A

### LIST OF PEOPLE CONSULTED AND INTERVIEWED

#### Evaluation Reference Group

Dr K. Noel	USAID
Winnie Chilala	USAID
E.B. Sinkala	MOE
M. Mwamba	MOE
M. Kwambwa	UNICEF
J. Muchelemba	UNICEF

#### MOE Planning Unit

George Caldwell  
Drake Warrick  
Bupe Musonda  
Beatrice Mugwagwa

### LIST of PEOPLE INTERVIEWED

#### MOE NATIONAL Headquarters

E B. Sinkala	MOE
M Mwamba	MOE

#### UNICEF

M. Kwambwa	UNICEF
M. Ackinware	UNICEF
Dr. Matur	WASHE

### PROVINCIAL EDUCATION OFFICE in LIVINGSTONE

S. Muhyila	PEO
Mweemba	Deputy PEO
M. Hanguwa	SEO Planning,
I. Nanja,	Provincial PAGE Coordinator.
D. Chibombwe,	Accountant
D. Musopelo	Personnel officer
S.M Nalubanda	Senior Examinations Office
C. Syamwenya	Provincial Community schools focal person.



A. Maambo	CHANGES.
L. Muhwanga	District Inset provider.
L. Hachilenga	Acting Principal at David Livingstone T T C.

## **DISTRICTS VISITED**

### **KALOMO District Education office**

Mr Mbanga – DEO.  
Mr Simatende - District Inspector of Schools.  
Mr Haadinke, Acting DEO, Kalomo.

### **Schools in Kalomo**

Mr Hanyinda,	Head teacher, Katanda Lower basic school.
Mr Sejani,	Head teacher, Najinka Lower basic school.
Head teacher	Nazilongo middle basic school.
Mr Mweemba,	Head teacher, Bbelo middle basic school.

### **Gwembe District Education office.**

Mr Singanga, A.	Acting Education Officer.
Mrs Muganzi,	District PAGE coordinator.

### **Schools in Gwembe**

Mrs Muchindu,	Head teacher, Sompani middle basic school.
Mr Bukowa, V,	Head teacher, Makuyu middle basic school.
Mr D, K, Shinyoolo,	Head teacher, Nakanjele middle basic School.

### **Itezhi-Tezhi District Education office**

District Education officer.

### **Schools in Itezhi-tezhi**

Mr S, M, Habanyama,	Teacher, Makuzu middle basic school.
Mrs R, K, Shapeela,	Head teacher, Itezhi-tezhi upper basic school.
Acting Head teacher	Bushinga community school.
Mr Kaloza,J,	Nanhubwe community school.
R. Mwaanga,	Head teacher, Ngoma upper basic school.

### **D. Siavonga District Education office.**

Mrs. Matyola	Acting district PAGE coordinator.
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### **Schools in Siavonga district**

Mr Sitali,

Acting Head teacher, Matuwa middle basic school.

Mr M Stali,

Head teacher, Sikoongo middle basic school.

Mr J. Chimowa,

Acting head teacher, Syakalyabanyama middle basic school.

## **APPENDIX B**

### **STATEMENT OF WORK FOR THE EVALUATION OF THE RESULTS OF USAID'S SUPPORT OF THE PROGRAMME FOR THE ADVANCEMENT OF GIRLS' EDUCATION, 1998-2002**

## **APPENDIX B**

### **Statement of Work for the Evaluation of the Results of USAID's Support of the Programme for the Advancement of Girls Education, 1998-2002**

#### **Background**

In 1997, the MOE and its implementing partner, UNICEF, informed the United States Agency for International Development (USAID) of PAGE expansion plans and the components of expansion that were already receiving support from other donors. Based on further discussions and requests for PAGE support from MOE, USAID entered into a grant agreement with UNICEF to support PAGE activities at district, school and community levels in Southern Province. The beneficiaries who are a focus of PAGE include primary school girls. The USAID supported schools in Southern Province include 40 government primary schools and two community schools, about 10 schools in each of 4 districts. Other donors are supporting PAGE in other provinces, either through UNICEF or directly with the MOE. As part of a coordinated effort of support, USAID agreed that its support would focus at district and school levels and school levels in Southern Province because other donors were already providing support for capacity building, policy and advocacy efforts at provincial and national levels of the MOE. The initial agreement for USAID support was 1998 to 1999; however, no cost extensions of the agreement with UNICEF have resulted in an end date of December 2002.

Generally, PAGE interventions include Research Studies, Advocacy and Sensitization, Family Pac, Single Sex Classes, Gender across the Curriculum, Gender Sensitive Pedagogy (Girl Friendly Module), Affirmative Action for Women, Participatory Planning and Management, Community Action through PRA / PLA, Life Skills Curricula, Girls' Rights to Education, creation of District PAGE Committees, ZEDUKIT, Anti-AIDS books and School Clubs. Of those, USAID's financial support was directed towards all but the Research Studies, which were being supported at national level by other donors. One additional intervention supported by USAID in Southern Province, but not typically considered a 'PAGE' intervention has been the provision of safe water (e.g., boreholes) and sanitation facilities (e.g., construction of VIP latrines and hand washing facilities and hygiene education).

In its 2002 Annual Work Plan, the MOE Southern Provincial Education Office has indicated its goal to expand the PAGE program from 42 schools in only 4 of its districts to approximately 150 schools in all its 11 districts. By the end of 2002, they plan to have at least 10 PAGE schools in all districts, and about 20 PAGE schools in each of the original 4 districts.

## RATIONALE

This evaluation is important for several reasons. USAID's agreement with UNICEF to provide support for the MOE's PAGE initiative ends in 2002; therefore, this evaluation will provide summative information on the success of that support. The MOE is in the process of scaling up PAGE across the nation. This evaluation might inform that scaling process by documenting the Southern Province PAGE experience pointing to successes, weaknesses, challenges and opportunities. From the findings, the evaluation will document lessons learned and suggest recommendations to be considered in the future. The PAGE program pre-dates the launch of the Basic Education Sub-Sector Investment Program (BESSIP) and, in many ways, has not been thoroughly integrated into that program. As the MOE goes through its current restructuring process and begins integrating BESSIP components into its new Directorates, this evaluation may provide some insights as to the planning and reporting processes for PAGE and its interventions. Finally, the monitoring, evaluation, planning and reporting processes of PAGE have been less than satisfactory. This evaluation might provide insights into how the monitoring and evaluation system can be strengthened to better accommodate information needs for Equity and Gender activity managers.

Ministry of Education goes through its current restructuring process and begins integrating BESSIP components into the Ministry's new Directorates, this evaluation may provide some insights as to the best institutional home(s) for PAGE and its interventions. Finally, the monitoring, evaluation, planning and reporting processes of PAGE have been less than satisfactory. This evaluation might provide insights into how the monitoring and evaluation system can be strengthened to better accommodate information needs for Equity and Gender activity managers.

### 3.0 Objectives to be Achieved by this Evaluation

3.1 Review the reports on PAGE and related literature, including equity and gender policies and PAGE water and sanitation interventions, and community/district profiles from Southern Province. Summarize the key findings from those studies. Identify areas where policy that supports Equity and Gender goals can be strengthened.

3.2 Receive approval for the evaluation methodology

3.3 Evaluate the effectiveness of PAGE at provincial, district, and school levels in Southern Province. The evaluation will include the following:

- (1) Verification of the accuracy and assessment of the quality of data that has been reported;
- (2) Assessment of the degree to which PAGE interventions were delivered (see attached table of interventions);

- (3) Evaluation of the effectiveness of the PAGE training and capacity building activities;
  - (4) Evaluation of the effectiveness of planning processes at provincial, district and school levels from 1998 to 2002;
  - (5) Evaluation of the effectiveness of the monitoring, evaluation, and reporting processes;
  - (6) Evaluation of how well the PAGE resources are being used and interventions are being implemented with pupils, families, communities, and/or the school and district education institutions;
  - (7) Assessment of the impact of the PAGE interventions on the pupils in terms of attendance, retention, and achievement, and from the viewpoints of pupils, their families and communities, and/or the school and district education personnel. This assessment not only considers quantitative data from school and school census records but also qualitative information such as the opinions of the various stakeholders as to the relative effectiveness of each intervention.
  - (8) Comparison of BESSIP indicator information from the PAGE schools and the same number of comparable schools in nearby areas (based on EMIS data and 2002 data collected at schools) as well as comparison of data from PAGE schools now as compared to pre- or early PAGE implementation (e.g., 1999)
  - (9) Identification of unintended results of the PAGE process, both positive and detrimental, of which planners should be aware and other factors that might be affecting the intended results of PAGE (e.g., current drought and HIV/AIDS)
- 3.4 Brief reference group on the preliminary findings from the field, receive their feedback, and revise the report as necessary.
- 3.5 Produce final report including literature review of key documents, evaluation purpose, methodology and process, findings, and recommendations.
- 3.6 Present final report of major findings and recommendations to the Ministry key personnel including the Equity and Gender Sub-committee.
- 4.0 Illustrative Description of Evaluation Processes
- Reference Group. A reference group for the evaluation will be comprised of at least one representative from the MOE Headquarters, the Provincial Education Office, USAID, and UNICEF, and other stakeholders. At the outset of the consultancy, the lead consultant will meet with the reference group to discuss and refine the terms of reference, including schedule of tasks and deliverables. A schedule for the milestones of the study and reference group meetings will be developed, including plans for conducting progress reports, reviews/discussions of preliminary findings, and presentation of final report findings and recommendations.
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**Evaluation Team:** The principle investigator will server as team leader, responsible for all aspects of the study, including the final report. The investigator will contract at least one more full-time team member for the research, to ensure that the study progresses as planned, and other staff as required. In forming the team, the principle investigator must keep in mind that the team must have the capacity to perform data entry, statistical analysis and reporting of education data as well as excellent report writing. The team leader is also responsible for coordinating with the USAID education advisor, especially in order to collaborate with technical expertise that USAID is able to provide at appropriate junctures of the study. USAID intends to make available to the reference group and the Evaluation Team the assistance of specialists in girls education, orphans and vulnerable children (OVC), and research design.

**Level of Effort.** We anticipate a week for literature review, interviews, reference group meetings, and MOE headquarters in Lusaka, five weeks to develop and field test instruments and conduct field work in Southern Province including Provincial Education Office and four Districts (Gwembe, ItezhiTezhi, Siavonga, and Kalomo) and conduct follow-up meetings at Headquarters, a week to develop a preliminary draft report and meet with the reference group, and a week to develop the final report. Fieldwork would include at least 10 USAID-supported PAGE schools, selected through a stratified random sample to represent all four districts and types of schools (e.g., urban/peri-urban and rural in each district and one community school). That would represent about 25% of the total number of USAID-supported schools. The final report will be presented to the MOE and stakeholders including members of the Equity and Gender Sub-Committee. The contractor will be responsible for costs associated with the study and presentation of findings including hiring other evaluation team member(s), data entry, analysis, professional editing, supplies for meetings, transportation, per diem, photocopying, computer(s) and printer required to produce reports, telephone and email connection, etc.

## **5.0 Deliverables**

**5.1 Reference Group meeting to present preliminary findings and receive feedback.**

**5.2 Report with the following sections**

**5.2.1 Title Page - (Sample to be provided)**

**5.2.2 Table of Contents**

**5.2.3 Acronyms**

**5.2.4 Executive Summary**

**5.2.5 Literature Review of PAGE Studies**

**5.2.6 Methodology**

**5.2.7 Findings (See 3.3)**

**5.2.8 Recommendations and Lessons Learned**

**(1) Regarding PAGE implementation in Southern Province**

**(2) Regarding the Evaluation Approach Taken During this Study**

**5.2.9 Bibliography**

**5.2.10 Appendices as appropriate including methodology used (see 5.3)**

5.3 Documented Methodology of the study including camera-ready editions of instruments, protocols, lessons learned, and recommendations for use in similar studies in other provinces.

5.4 Fifteen (15) copies of draft documents to be reviewed by the reference group

5.5 Fifty (50) bound, hard copies of the final Evaluation Report and electronic copies of all key documents including final report and presentation documents.

5.6 A presentation to the Ministry of Education, organized by the Ministry.

Contractor will be responsible for adequate numbers of copies of the PowerPoint or Overhead Transparency presentation that is prepared for the presentation.

5.7 Minutes/notes providing a record of discussion, questions and answers, and key comments heard during the presentation.

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## 6.0

### Estimated Level of Effort and Schedule of Tasks and Deliverables

Ref. No.	Est. Level of Effort	Activity	Tasks and Deliverables	Illustrative Schedule
1	1 wk	1.1 Meet with reference group  1.2 Review literature  1.3 Liaise with Planning Unit EMIS  1.4 Meet with MOE HQ and stakeholders	Finalize TOR, schedule, deliverables  Literature review  Obtain EMIS BESSIP indicator and Annual School Census data on PAGE and Neighboring schools  Conduct Lusaka-based interviews & organize site visit through MOE	July 1 - 10
2	5 wks	2.1 Pre-test	Develop and field test evaluation	July 11-Aug 15



		instrument  2.2 Print all necessary documents prior to going to field  2.3 Field work in  Southern Province 2.4 Conduct  follow-up HQ  interviews	instruments, collect data, data entry and analysis, preliminary findings	
3	1 wk	3.1 Draft Preliminary Report 3.2 Provide  briefing to reference group on field work and receive  feedback on report	Write draft report (15 copies distributed to reference group) Present preliminary findings to reference group for feedback	Aug 16-Aug 22  Aug 26 - Send Draft report to reference group  Aug 29 - Reference group meeting  Sept 3 - Make changes according to Ref group feedback
4	1 wk	4.1 Develop and  submit final report	Final report (50 bound copies and electronic copy)	Sept 3 -Sept 27

		to reference group members		Sept 6- Provide final draft to USAID for final review
		4.2 Present highlights of findings to Ministry of Education and key stakeholders	Presentation of findings and 50 copies of presentation notes (e.g., PowerPoint Presentation) for distribution to audience)	Sept 10- USAID approves for distribution
			Record of discussion, questions, answers and comments from the presentation.	Sept 12-50 copies of final report sent to MOE for distribution to stakeholders
				Sept 25- Present overview of findings to Ministry including Equity and Gender Sub-Committee
				Sept 27 - Submission of notes taken during the final report presentation

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#### 7.0 Indicators of PAGE Performance and Impact in Southern Province: Matrix of Indicators, Interventions, Data, Sources and Means of Verification

##### Note #1 - Timeframe and Availability of Data.

Unless otherwise noted or negotiated with Reference Group, the assumption is that the timeframe of PAGE under evaluation is 1998 - 2002. 1998-1999 could be considered as baseline years since preliminary work in terms of supporting PAGE planning with provincial and district officers in Southern Province did not start until mid-1999. If researchers find that indicator or intervention information for certain years is not available, they should consult with Ministry Equity and Gender Component Focal Points, Reference Group members, or USAID managers for this activity who might know of alternative sources for the information. The research team should consult with the Reference Group about

the research plans for collecting evaluative information on the indicators and interventions before going to the field.

Note #2 - Indicators of BESSIP/PAGE Performance: Data Sources, Data Verification, Analysis and Reporting.

Data Sources: Data regarding indicators that show progress toward BESSIP goals in girls' education

should be available through the Ministry of Education (MOE) Annual School Census data. At a

minimum, school-level data should be available for 2000 through 2001. For 1996 through 1999,

education trends information at the district level should be available but might not be available for

individual schools. 2002 data on each school has not yet been collected by the MOE Planning Unit so

will have to be collected from district offices or individual schools.

Verification of Data: All data should be verified from the school records of the sample of PAGE

schools included in this study.

Analysis of Data: Useful analyses would include a comparison of 2002 information versus the same

type of information from previous years and a comparison of information from designated PAGE

schools and the same information from the closest, similar school. Ultimately, the areas for analysis

and comparison should be recommended to the Reference Group by the research team for final

consensus so all have an understanding of the kinds of information, analyses, and reports to expect by

the end of the study.

Note #3 - Indicators of PAGE Interventions Impact; Documentation of Findings.

Documentation of Key Interventions. The Research Team will develop the precise plan of what, how,

and why data will be collected on the interventions. However, in general, at a minimum the

evaluation is to document: if/when an intervention was delivered; if/when capacity building took

place to prepare personnel for the effective management of the intervention; if/in what way the

intervention is still in use; how well the intervention seems to be used; and other insights, lessons

learned, and recommendations.

Single-sex classes as an Intervention. Single-sex classes to promote better performance of girls were

not among the original interventions in the proposal for USAID support and, for the most part, have

been implemented in schools on a voluntary basis. While information about this activity is welcome, the successes or weaknesses of the use of single-sex classes is not a major focus of this study.

Probably a case study approach over a long period of time would be best to determine the long and short-term effects of a "single-sex class" intervention. Anecdotal reports have already been collected in previous studies. Therefore, while in the field, researchers could ask school and district officials for their opinions as to whether they concur or disagree with findings in previous reports.

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#### Indicators of BESSIP/PAGE Performance

Ser. No.	Indicators of Performance on Gender Equity	Measure
1	Grade 1 Enrollment	Number of learners in Grade 1 disaggregated by boy/girl and district and by government and community school; Percent increase/decrease
2	Girl/boy Survival Rate (proxy for retention rate)	Number of girls/boys who proceed from grade 4 to grade 5 each year at each government and community school in targeted districts; percent increase/decrease
3	Pupil-Teacher Ratio	Over-all numbers of pupils per over-all number of teacher; number of pupils per trained teacher; number of pupils over number of female teachers and administrators
4	Gross Enrollment Ratio	At district level disaggregated by gender
5	Net Enrollment Ratio	At district level disaggregated by gender

#### 7.2

##### Indicators of PAGE Intervention Impact

Ser. No.	PAGE Interventions	Measure	Suggested Data Source	Suggested Means of Verification
6	PAGE Schools with improved water facilities	Number of operational boreholes by school per district	UNICEF School Records DEO/PEO PAGE reports	Sample school records

7	PAGE Schools with VIP latrines by completion and use.	Number of latrines built at each school by (1) status of completion and (2) use	UNICEF School Records DEO/PEO PAGE reports	Sample school records
8	Women in management positions in PAGE schools	Number of women/men in management positions; number of women/men promoted to management positions each year (e.g., to senior teacher, head of department, deputy and head teacher levels by school and district)	MOE Teaching Service Commission and MOE personnel offices DEO/PEO PAGE reports	DEO/PEO records Sample school records Development Plans for women in management positions
9	Family PAC development	Number of schools using the manual by schools per district; frequency of use per school; frequency of parents checking pupils' homework	School records and DEO's records DEO/PEO PAGE reports	Sample school records Records of researcher interviews with pupils, teachers, and parents

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Ser. No.	PAGE Interventions	Measure	Suggested Data Source	Suggested Means of Verification
10	Community Action Plans for girls' education	Number of Action plans in place per school catchment area and district	School, PTA, Community Records Interviews with teachers, PTA members, and community members DEO/PEO PAGE reports	Sample school records Documentation of activities implemented using the school-community action plans developed Records of researcher interviews with pupils, teachers, parents, and community leaders
11	Performance of girls at grade 7 level	Number of girls/boys per school who proceed to Grade 8 by (1) national cut offs and (2) Basic school cut offs Teachers and parents perceptions of girls' performance	School records National Examination Council and Provincial/district records DEO/PEO PAGE reports	Sample school records Interviews with teachers and parents
12	PAGE schools that received grants	Number of PAGE schools that received Grants from UNICEF	District Records School records MOE HQ PAGE office DEO/PEO PAGE reports	Sample school records
13	Teacher implementation of principles in girl-friendly Module 7	Presence of Module 7 in school and in teachers' hands Evidence that Module 7 concepts have been implemented	School records DEO records DEO/PEO PAGE reports	Interviews with MOE HQ and District and School Gender Focal Point and Head Teachers of individual schools
14	Bicycles for visiting and mobilizing parents and communities	Number of Schools with bicycles Number of school bicycles still in use Number of times bicycles are used per month for	School records HQ/PEO/DEO PAGE records	Sample school records and researcher viewing bicycles Interviews with parents, Gender FP and Head Teacher re. effectiveness of bicycles

		home visits		Interviews of headteacher regarding bicycle maintenance
15	ZEDUKITS	Number of Schools with kits Number of school kits still in use Frequency in which kits are used per week	School records HQ/PEO/DEO PAGE records	Sample school records and researcher viewing kits Interviews Gender FP, Head Teacher, pupils regarding effectiveness of kits Interviews of headteacher on kit maintenance
16	PAGE school Clubs: -Girls Clubs - HIV/AIDS Clubs	Number of schools with these clubs	Records of club memberships, interschool competitions, etc.	Sample school records Interviews with Teachers and school children

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## Activity Plan

### 5.8 Activity Plan

Stage 1				
Preparatory	1. Literature review	1. Conduct literature review	Principal investigator & Co-researcher	July 1 - 10
	2. Meet with USAID	2. Finalise TORs Schedule & deliverables	Principal investigator & Co-researcher Technical Advisor	July 11 - 15
	3. Revise Activity Plan	3. Revise Activity Plan Prepare list of key documents to be supplied by Stakeholders	Principal investigator Co-researcher Technical Advisor	July 16 - 20
	4. Work on Research	4. Work on Methodology	Principal investigator	July 21 - 25

	Design		Co-researcher Technical Advisor	July 11th
	5. Meet Reference Group	4. Introduction to stakeholders		
Stage 2				July 12 - 18
Pre & field work activities	1. Finalise research design & methodology	1. Develop and field test evaluation instruments, print necessary documents prior to going into field	Principal investigator Co-researcher, Technical Advisor & data analyst	July 19-20
	2. Field work in Southern Province	2. Collect data	Principal investigator Co-researcher research assistant & Driver	July 28 - 10th Aug
	3. Data processing	3. Data entry & Data analysis	Data entry clerk & data analyst Principal investigator & Co-researcher	Aug 12th - 22nd
	4. Conduct follow up interviews with MOE HQ	4. Collect supplementary data	Principal investigator & Co-researcher	Aug 12th - 22nd
Stage 3				Sept 2nd - 13th
Draft report & present findings to reference group	1. Draft report	1. Distribute 15 copies of draft to reference group	Principal investigator & Co-researcher	
	2. Provide briefing to reference group on field work	2. Presentation preliminary findings to reference group for feed back	Principal investigator & Co-researcher	Sept 15th
stage 4				Sept 17th - 27th
Final report writing	1. Write final report inclusive of reference group feed back	1.a) Production of 50 bound and electronic copies of final report b) Submission of final draft to USAID for final review c) USAID approval of report for distribution d) 50 copies of final report sent to MOE for distribution to stake holders	Principal investigator & Co-researcher & editor Principal investigator & Co-researcher Principal investigator & Co-researcher Principal investigator & Co-researcher	Sept 30th Oct 4th Oct 10th
	2. Present highlights of findings to MOE & key stake holders	2. a) Presentation of findings & 50 copies of presentation notes ( eg Power Point presentation ) for	Principal investigator & Co-researcher rapporteur	Oct 16th



3. Record of discussion, questions, answers, and comments from the presentation	distribution to audience 3. Submission of notes taken during final report presentation	Principal investigator &  Co-researcher rapporteur	Oct 21st
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## **APPENDIX C**

### **PRESENTATION NOTES**

APPENDIX C  
PRESENTATION NOTES

## REPORT ON MEETING ON DESEMINATION PAGE EVALUATION FINAL REPORT

- **DEO Itezhi-tezhi:** Claims Bushinga was given a ZEDUKIT and only 20 were actually received in the district.
- **Marianne Christensen DANIDA:** Report was very good. Accommodation of teachers is a huge problem wished to know, the ministry's future intentions, in this regard. Heard that teachers salaries were to include a housing allowance, thought that GRZ policy was to encourage each individual to build their own houses, rather than staying in institutional houses or renting. Will teachers now as a result of these allowances take care of their own housing.
- Pointed that bicycles should be given with spares.
- Felt that there were many programs with good intentions and many different policies which are act independently, wanted to know how to combine the policies ultimately for the benefit of the child.
- Talked about zones and how they were being utilized and how interventions were being placed using zones.
- How are the PTA's involved in these programs.
- Linking of different programs together, strengthening management especially headmasters which would improve data collection.
- **MOE HQ:** No definite policy yet, could help some teachers build houses, but there may be problems in town where building is more expensive, housing allowance may force some teachers to live in compounds because of high rentals. MOE has no definite policy on housing allowance or how to implement it feels that more discussion is needed.
- **PEO Livinstone :** A lot of work to be done, the three teachers unions are not agreed about the implementation yet, there are a lot of logistical problems. An example is Siavonga teachers staying in Kariba North bank houses, who don't realize that the

ministry is paying for their houses and will have to move out if housing allowance is implemented.

- Complained about pre-emptive circulars which have complicated relations between the PEO and teachers, who are unhappy with the PEO over housing allowances.
- **MOE:** In rural schools is it possible for a teacher to just build a house? Simply giving a housing allowance will not solve the problem.
- **Chair:** Speaks about ZAMSIF or some other initiative to provide accommodation in rural schools.
- **MOE:** Apart from the 40% housing allowance, under BESSIP an attempt is being made to build some houses or simple structures in rural set ups to alleviate the situation.
- **MOE:** Communities labour producing materials, communities that take initiative should be supported to act as examples to other communities, materials should not be left to become ant hills.
- **UNICEF (WASHE):** Have noted the problems with failure to follow MOE guide lines, and will look into it. Wanted to know how best implementation interventions and facilities could be sequenced in terms of management levels.
- Felt that UNZA validation team needs to do capacity building at district, zone and school levels to encourage better record keeping.
- Asks if there is need for parallel committees e.g. PAGE committees when there are PTAs.
- Are life skills being taught at the schools, are there materials on life skills.
- Feels that interventions at schools should be packaged, (i.e. complete).
- **MOE:** Life skills are not being taught as the materials are still under development.
- **UNICEF:** Comment UNICEF is training over 700 teachers in life skills, HIV/AIDS can't wait.
- **N. Kent USAID:** Does ministry feel it has addressed policy over rural urban imbalance?
- Statistics, noted certain trends missed in the report, in 2000 in averages, '1girls' moved on to Grade 8 but in 2001, '2 girls' moved on to Grade 8. For GRZ comparable ' 1¼ girls' moved

on to Grade 8 in 2000 but only a '¼ girls' moved on to Grade 8 in 2001. Feels this is significant, in favour of PAGE schools. Feels study should emphasize this and encourage further study of these trends.

- Feels that interventions should start at lower levels, lower than zones since those are still a new concept, preferably at school level. Suggests a whole menu of issues of community needs, e.g. girl children, special education, boreholes, latrines, to be put in the communities planning capacity and let the communities decide how to get more children into school.
- **MOE HQ:** Concerning rural – urban inequality, there is a new Zonal guideline on employment. Noted that teachers are actually there. In Kalomo out of 52 sent 42 reported. In Itezhi-tezhi 22 were sent 9 reported but 1 left a further 5 were sent bringing a total of 13.
- **MOE HQ:** Notes that this is an example of policy in action, notes that the policy works on the basis of not being put on the payroll if you do not report, including married women. Feels however that the DEOs should not 'bury' these teachers in these schools but after about 2 years or so let them transfer 'back to their husbands'.
- **Marianne Christensen DANIDA:** Feels you have to go where the job is. Job should be linked with better accommodation maybe a bicycle. Need to eliminate manipulation of MOE officers by teachers to transfer.
- **MOE:** Note to table 12 of the report, is that a true picture of grants.
- **MOE HQ:** Is a true picture.
- **UNICEF:** Wishes to change wording on page 13.
- **N. Kent USAID:** Feels in spite of the wording UNICEF still did not do its job with regards to monitoring.
- **Marianne Christensen DANIDA:** Asks MOE representative if it is possible to base the various programs at school level through the PTAs and could monitor things at school level and make use of existing structures.

## THE WAY FORWARD

- **PEO Livinstone** : Answering question above by Marianne Christensen DANIDA, PTAs were emplaced by an act of parliament and have specified roles. Therefore if they are to implement a program and fail to do so, it would not be possible to question them as it is outside their specified roles. However there is nothing wrong with PTA members being on sub committees.
- Changes has been very successful because it includes other stakeholders in the community, such as the headman, representatives of the chief and others.
- **MOE**: MOE should improve teachers packages to discourage them from using time for extra curricular activities for making money. School clubs etc have suffered because of this but these structures are important in implementation of some interventions.
- **MOE**: Coordinate stakeholders at district level from various programs or projects to make transport easier. That is rather than each individually implementing or monitoring their programs combine these activities.
- **MOE**: Feels that monitoring at district level not deep there is need to look for the problems.
- **MOE**: Districts rely heavily on erratic reports from school PAGE coordinators, they would like funding for district PAGE coordinators to monitor the schools themselves more regularly.
- **MOE HQ**: Notes that the ministry has only been looking at the information that it wants to. They used to have a very large instrument which they found too bulky so monitoring was pushed to the planning units, where it has been reduced to just statistical indicators, lacking qualitative data. MOE has noted these weaknesses and plans to train monitors at district level so they can monitor with more depth.
- MOE realizes only lip service has been paid to affirmative action. MOE has therefore mounted a training program to encourage female teachers to go for further training and strengthen their qualifications to remove any barriers to promotion. The Equity and Gender unit will demand a percentage of female officers / teachers be promoted.

- **Marianne Christensen DANIDA:** Suggested an accreditation system especially for women as a person may have great qualifications but be a poor performer. Felt there should be a system to take into account non academic achievements.
- **MOE:** Claimed this would not be fair to those with qualifications and would cause trouble.
- **MOE HQ:** Was not happy with the fact that K 380,000,000.00 had been released to WASHE for the VIP latrines at PAGE schools and nothing was done.
- **UNICEF:** Requested this in writing as a way of moving forward and sorting out the problem.
- **MOE:** Strengthened PAGE committees in Lusaka province by including the school head teacher, school guidance teacher and two community members.
- In Lusaka traditional Initiators were sensitized. There was improved interaction with the initiators this year as a result.
- **MOE:** MOE needs to train more head teachers in record keeping. Ten were sensitized per district but this was not enough. Funds must be released for these 10 to sensitise the rest.
- **MOE:** Bicycles, vehicles and office equipment need maintenance can funds be released for this.

## **CLOSING REMARKS**

Today we have evidence about the areas where PAGE is successful. At school level, PAGE should involve all teachers. Find ways of involving everyone in the program in order to achieve objectives.

## APPENDICIES

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## **APPENDIX A**

### **LIST OF PEOPLE CONSULTED AND INTERVIEWED**

## APPENDIX A

### LIST OF PEOPLE CONSULTED AND INTERVIEWED

#### Evaluation Reference Group

Dr K. Noel	USAID
Winnie Chilala	USAID
E.B. Sinkala	MOE
M. Mwamba	MOE
M. Kwambwa	UNICEF
J. Muchelemba	UNICEF

#### MOE Planning Unit

George Caldwell  
Drake Warrick  
Bupe Musonda  
Beatrice Mugwagwa

### LIST of PEOPLE INTERVIEWED

#### MOE NATIONAL Headquarters

E B. Sinkala	MOE
M Mwamba	MOE

#### UNICEF

M. Kwambwa	UNICEF
M. Ackinware	UNICEF
Dr. Matur	WASHE

### PROVINCIAL EDUCATION OFFICE in LIVINGSTONE

S. Muhyila	PEO
Mweemba	Deputy PEO
M. Hanguwa	SEO Planning,
I. Nanja,	Provincial PAGE Coordinator.
D. Chibombwe,	Accountant
D.Musopelo	Personnel officer
S.M Nalubanda	Senior Examinations Office
C. Syamwenya	Provincial Community schools focal person.
A. Maambo	CHANGES.

L. Muhwanga                      District Inset provider.  
L. Hachilenga                    Acting Principal at David Livingstone T T C.

## **DISTRICTS VISITED**

### **KALOMO District Education office**

Mr Mbanga – DEO.  
Mr Simatende - District Inspector of Schools.  
Mr Haadinke, Acting DEO, Kalomo.

#### **Schools in Kalomo**

Mr Hanyinda,	Head teacher, Katanda Lower basic school.
Mr Sejani,	Head teacher, Najinka Lower basic school.
Head teacher	Nazilongo middle basic school.
Mr Mweemba,	Head teacher, Bbelo middle basic school.

### **Gwembe District Education office.**

Mr Singanga, A.                      Acting Education Officer.  
Mrs Muganzi,                        District PAGE coordinator.

#### **Schools in Gwembe**

Mrs Muchindu,	Head teacher, Sompani middle basic school.
Mr Bukowa, V,	Head teacher, Makuyu middle basic school.
Mr D, K, Shinyoolo,	Head teacher, Nakanjele middle basic School.

### **Itezhi-Tezhi District Education office**

District Education officer.

#### **Schools in Itezhi-tezhi**

Mr S, M, Habanyama,	Teacher, Makuzu middle basic school.
Mrs R, K, Shapeela,	Head teacher, Itezhi-tezhi upper basic school.
Acting Head teacher	Bushinga community school.
Mr Kaloza,J,	Nanhubwe community school.
R. Mwaanga,	Head teacher, Ngoma upper basic school.

### **D. Siavonga District Education office.**

Mrs. Matyola                              Acting district PAGE coordinator.

### **Schools in Siavonga district**

Mr Sitali,

Acting Head teacher, Matuwa middle basic school.

Mr M Stali,

Head teacher, Sikoongo middle basic school.

Mr J. Chimowa,

Acting head teacher, Syakalyabanyama middle basic school.

## **APPENDIX B**

### **STATEMENT OF WORK FOR THE EVALUATION OF THE RESULTS OF USAID'S SUPPORT OF THE PROGRAMME FOR THE ADVANCEMENT OF GIRLS' EDUCATION, 1998-2002**

## **APPENDIX B**

### **Statement of Work for the Evaluation of the Results of USAID's Support of the Programme for the Advancement of Girls Education, 1998-2002**

#### **Background**

In 1997, the MOE and its implementing partner, UNICEF, informed the United States Agency for International Development (USAID) of PAGE expansion plans and the components of expansion that were already receiving support from other donors. Based on further discussions and requests for PAGE support from MOE, USAID entered into a grant agreement with UNICEF to support PAGE activities at district, school and community levels in Southern Province. The beneficiaries who are a focus of PAGE include primary school girls. The USAID supported schools in Southern Province include 40 government primary schools and two community schools, about 10 schools in each of 4 districts. Other donors are supporting PAGE in other provinces, either through UNICEF or directly with the MOE. As part of a coordinated effort of support, USAID agreed that its support would focus at district and school levels and school levels in Southern Province because other donors were already providing support for capacity building, policy and advocacy efforts at provincial and national levels of the MOE. The initial agreement for USAID support was 1998 to 1999; however, no cost extensions of the agreement with UNICEF have resulted in an end date of December 2002.

Generally, PAGE interventions include Research Studies, Advocacy and Sensitization, Family Pac, Single Sex Classes, Gender across the Curriculum, Gender Sensitive Pedagogy (Girl Friendly Module), Affirmative Action for Women, Participatory Planning and Management, Community Action through PRA / PLA, Life Skills Curricula, Girls' Rights to Education, creation of District PAGE Committees, ZEDUKIT, Anti-AIDS books and School Clubs. Of those, USAID's financial support was directed towards all but the Research Studies, which were being supported at national level by other donors. One additional intervention supported by USAID in Southern Province, but not typically considered a 'PAGE' intervention has been the provision of safe water (e.g., boreholes) and sanitation facilities (e.g., construction of VIP latrines and hand washing facilities and hygiene education).

In its 2002 Annual Work Plan, the MOE Southern Provincial Education Office has indicated its goal to expand the PAGE program from 42 schools in only 4 of its districts to approximately 150 schools in all its 11 districts. By the end of 2002, they plan to have at least 10 PAGE schools in all districts, and about 20 PAGE schools in each of the original 4 districts.

## RATIONALE

This evaluation is important for several reasons. USAID's agreement with UNICEF to provide support for the MOE's PAGE initiative ends in 2002; therefore, this evaluation will provide summative information on the success of that support. The MOE is in the process of scaling up PAGE across the nation. This evaluation might inform that scaling process by documenting the Southern Province PAGE experience pointing to successes, weaknesses, challenges and opportunities. From the findings, the evaluation will document lessons learned and suggest recommendations to be considered in the future. The PAGE program pre-dates the launch of the Basic Education Sub-Sector Investment Program (BESSIP) and, in many ways, has not been thoroughly integrated into that program. As the MOE goes through its current restructuring process and begins integrating BESSIP components into its new Directorates, this evaluation may provide some insights as to the planning and reporting processes for PAGE and its interventions. Finally, the monitoring, evaluation, planning and reporting processes of PAGE have been less than satisfactory. This evaluation might provide insights into how the monitoring and evaluation system can be strengthened to better accommodate information needs for Equity and Gender activity managers.

Ministry of Education goes through its current restructuring process and begins integrating BESSIP components into the Ministry's new Directorates, this evaluation may provide some insights as to the best institutional home(s) for PAGE and its interventions. Finally, the monitoring, evaluation, planning and reporting processes of PAGE have been less than satisfactory. This evaluation might provide insights into how the monitoring and evaluation system can be strengthened to better accommodate information needs for Equity and Gender activity managers.

### 3.0 Objectives to be Achieved by this Evaluation

3.1 Review the reports on PAGE and related literature, including equity and gender policies and PAGE water and sanitation interventions, and community/district profiles from Southern Province. Summarize the key findings from those studies. Identify areas where policy that supports Equity and Gender goals can be strengthened.

### 3.2 Receive approval for the evaluation methodology

3.3 Evaluate the effectiveness of PAGE at provincial, district, and school levels in Southern Province. The evaluation will include the following:

- (1) Verification of the accuracy and assessment of the quality of data that has been reported;
- (2) Assessment of the degree to which PAGE interventions were delivered (see attached table of interventions);
- (3) Evaluation of the effectiveness of the PAGE training and capacity building activities;



- (4) Evaluation of the effectiveness of planning processes at provincial, district and school levels from 1998 to 2002;
- (5) Evaluation of the effectiveness of the monitoring, evaluation, and reporting processes;
- (6) Evaluation of how well the PAGE resources are being used and interventions are being implemented with pupils, families, communities, and/or the school and district education institutions;
- (7) Assessment of the impact of the PAGE interventions on the pupils in terms of attendance, retention, and achievement, and from the viewpoints of pupils, their families and communities, and/or the school and district education personnel. This assessment not only considers quantitative data from school and school census records but also qualitative information such as the opinions of the various stakeholders as to the relative effectiveness of each intervention.
- (8) Comparison of BESSIP indicator information from the PAGE schools and the same number of comparable schools in nearby areas (based on EMIS data and 2002 data collected at schools) as well as comparison of data from PAGE schools now as compared to pre- or early PAGE implementation (e.g., 1999)
- (9) Identification of unintended results of the PAGE process, both positive and detrimental, of which planners should be aware and other factors that might be affecting the intended results of PAGE (e.g., current drought and HIV/AIDS)

3.4 Brief reference group on the preliminary findings from the field, receive their feedback, and revise the report as necessary.

3.5 Produce final report including literature review of key documents, evaluation purpose, methodology and process, findings, and recommendations.

3.6 Present final report of major findings and recommendations to the Ministry key personnel including the Equity and Gender Sub-committee.

#### 4.0 Illustrative Description of Evaluation Processes

Reference Group. A reference group for the evaluation will be comprised of at least one

representative from the MOE Headquarters, the Provincial Education Office, USAID, and UNICEF,

and other stakeholders. At the outset of the consultancy, the lead consultant will meet with the

reference group to discuss and refine the terms of reference, including schedule of tasks and

deliverables. A schedule for the milestones of the study and reference group meetings will be

developed, including plans for conducting progress reports, reviews/discussions of preliminary

findings, and presentation of final report findings and recommendations.

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Evaluation Team: The principle investigator will server as team leader, responsible for all aspects of the study, including the final report. The investigator

will contract at least one more full-time team member for the research, to ensure that the study progresses as planned, and other staff as required. In forming the team, the principle investigator must keep in mind that the team must have the capacity to perform data entry, statistical analysis and reporting of education data as well as excellent report writing. The team leader is also responsible for coordinating with the USAID education advisor, especially in order to collaborate with technical expertise that USAID is able to provide at appropriate junctures of the study. USAID intends to make available to the reference group and the Evaluation Team the assistance of specialists in girls education, orphans and vulnerable children (OVC), and research design.

**Level of Effort.** We anticipate a week for literature review, interviews, reference group meetings, and MOE headquarters in Lusaka, five weeks to develop and field test instruments and conduct field work in Southern Province including Provincial Education Office and four Districts (Gwembe, ItezhiTezhi, Siavonga, and Kalomo) and conduct follow-up meetings at Headquarters, a week to develop a preliminary draft report and meet with the reference group, and a week to develop the final report. Fieldwork would include at least 10 USAID-supported PAGE schools, selected through a stratified random sample to represent all four districts and types of schools (e.g., urban/peri-urban and rural in each district and one community school). That would represent about 25% of the total number of USAID-supported schools. The final report will be presented to the MOE and stakeholders including members of the Equity and Gender Sub-Committee.

The contractor will be responsible for costs associated with the study and presentation of findings including hiring other evaluation team member(s), data entry, analysis, professional editing, supplies for meetings, transportation, per diem, photocopying, computer(s) and printer required to produce reports, telephone and email connection, etc.

#### 5.0 Deliverables

5.1 Reference Group meeting to present preliminary findings and receive feedback.

5.2 Report with the following sections

5.2.1 Title Page - (Sample to be provided)

5.2.2 Table of Contents

5.2.3 Acronyms

5.2.4 Executive Summary

5.2.5 Literature Review of PAGE Studies

5.2.6 Methodology

5.2.7 Findings (See 3.3)

5.2.8 Recommendations and Lessons Learned

(1) Regarding PAGE implementation in Southern Province

(2) Regarding the Evaluation Approach Taken During this Study

5.2.9 Bibliography

5.2.10 Appendices as appropriate including methodology used (see 5.3)

5.3 Documented Methodology of the study including camera-ready editions of instruments,

protocols, lessons learned, and recommendations for use in similar studies in other provinces.

5.4 Fifteen (15) copies of draft documents to be reviewed by the reference group

5.5 Fifty (50) bound, hard copies of the final Evaluation Report and electronic copies of all key documents including final report and presentation documents.

5.6 A presentation to the Ministry of Education, organized by the Ministry.

Contractor will be responsible for adequate numbers of copies of the PowerPoint or Overhead Transparency presentation that is prepared for the presentation.

5.7 Minutes/notes providing a record of discussion, questions and answers, and key comments heard during the presentation.

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## 6.0

### Estimated Level of Effort and Schedule of Tasks and Deliverables

Ret. No.	Est. Level of Effort	Activity	Tasks and Deliverables	Illustrative Schedule
1	1 wk	1.1 Meet with reference group  1.2 Review literature  1.3 Liaise with Planning Unit EMIS  1.4 Meet with MOE HQ and stakeholders	Finalize TOR, schedule, deliverables  Literature review  Obtain EMIS BESSIP indicator and Annual School Census data on PAGE and Neighboring schools  Conduct Lusaka-based interviews & organize site visit through MOE	July 1 - 10
2	5 wks	2.1 Pre-test instrument	Develop and field test evaluation instruments, collect data, data entry	July 11-Aug 15

		2.2 Print all necessary documents prior to going to field  2.3 Field work in Southern Province 2.4 Conduct follow-up HQ interviews	and analysis, preliminary findings	
3	1 wk	3.1 Draft Preliminary Report 3.2 Provide briefing to reference group on field work and receive feedback on report	Write draft report (15 copies distributed to reference group) Present preliminary findings to reference group for feedback	Aug 16-Aug 22  Aug 26 - Send Draft report to reference group  Aug 29 - Reference group meeting  Sept 3 - Make changes according to Ref group feedback
4	1 wk	4.1 Develop and submit final report to reference group	Final report (50 bound copies and electronic copy)	Sept 3 -Sept 27  Sept 6- Provide final draft to

	members		USAID for final review
4.2 Present	4.2 Present	Presentation of findings and 50	Sept 10- USAID approves for
highlights of	highlights of	copies of presentation notes (e.g.,	distribution
findings to	findings to	PowerPoint Presentation) for	
Ministry	Ministry	distribution to audience)	Sept 12-50 copies of final report
of Education	of Education		sent to MOE for distribution to
and	and		stakeholders
key	key		
stakeholders	stakeholders		
		Record of discussion, questions, answers and comments from the presentation.	Sept 25- Present overview of findings to Ministry including
			Equity and Gender Sub-Committee
			Sept 27 - Submission of notes taken during the final report presentation

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## 7.0 Indicators of PAGE Performance and Impact in Southern Province: Matrix of Indicators, Interventions, Data, Sources and Means of Verification

### Note #1 - Timeframe and Availability of Data.

Unless otherwise noted or negotiated with Reference Group, the assumption is that the timeframe of PAGE under evaluation is 1998 - 2002. 1998-1999 could be considered as baseline years since preliminary work in terms of supporting PAGE planning with provincial and district officers in Southern Province did not start until mid-1999. If researchers find that indicator or intervention information for certain years is not available, they should consult with Ministry Equity and Gender Component Focal Points, Reference Group members, or USAID managers for this activity who might know of alternative sources for the information. The research team should consult with the Reference Group about the research plans for collecting evaluative information on the indicators and interventions before going to the field.

Note #2 - Indicators of BESSIP/PAGE Performance: Data Sources, Data Verification, Analysis and Reporting.

Data Sources: Data regarding indicators that show progress toward BESSIP goals in girls' education should be available through the Ministry of Education (MOE) Annual School Census data. At a minimum, school-level data should be available for 2000 through 2001. For 1996 through 1999, education trends information at the district level should be available but might not be available for individual schools. 2002 data on each school has not yet been collected by the MOE Planning Unit so will have to be collected from district offices or individual schools.

Verification of Data: All data should be verified from the school records of the sample of PAGE schools included in this study.

Analysis of Data: Useful analyses would include a comparison of 2002 information versus the same type of information from previous years and a comparison of information from designated PAGE schools and the same information from the closest, similar school. Ultimately, the areas for analysis and comparison should be recommended to the Reference Group by the research team for final consensus so all have an understanding of the kinds of information, analyses, and reports to expect by the end of the study.

Note #3 - Indicators of PAGE Interventions Impact; Documentation of Findings. Documentation of Key Interventions. The Research Team will develop the precise plan of what, how, and why data will be collected on the interventions. However, in general, at a minimum the evaluation is to document: if/when an intervention was delivered; if/when capacity building took place to prepare personnel for the effective management of the intervention; if/in what way the intervention is still in use; how well the intervention seems to be used; and other insights, lessons learned, and recommendations.

Single-sex classes as an Intervention. Single-sex classes to promote better performance of girls were not among the original interventions in the proposal for USAID support and, for the most part, have been implemented in schools on a voluntary basis. While information about this activity is welcome,

the successes or weaknesses of the use of single-sex classes is not a major focus of this study.

Probably a case study approach over a long period of time would be best to determine the long and short-term effects of a "single-sex class" intervention. Anecdotal reports have already been collected in previous studies. Therefore, while in the field, researchers could ask school and district officials for their opinions as to whether they concur or disagree with findings in previous reports.

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#### Indicators of BESSIP/PAGE Performance

Ser. No.	Indicators of Performance on Gender Equity	Measure
1	Grade 1 Enrollment	Number of learners in Grade 1 disaggregated by boy/girl and district and by government and community school; Percent increase/decrease
2	Girl/boy Survival Rate (proxy for retention rate)	Number of girls/boys who proceed from grade 4 to grade 5 each year at each government and community school in targeted districts; percent increase/decrease
3	Pupil-Teacher Ratio	Over-all numbers of pupils per over-all number of teacher; number of pupils per trained teacher; number of pupils over number of female teachers and administrators
4	Gross Enrollment Ratio	At district level disaggregated by gender
5	Net Enrollment Ratio	At district level disaggregated by gender

#### 7.2

##### Indicators of PAGE Intervention Impact

Ser. No.	PAGE Interventions	Measure	Suggested Data Source	Suggested Means of Verification
6	PAGE Schools with improved water facilities	Number of operational boreholes by school per district	UNICEF School Records DEO/PEO PAGE reports	Sample school records

7	PAGE Schools with VIP latrines by completion and use	Number of latrines built at each school by (1) status of completion and (2) use	UNICEF School Records DEO/PEO PAGE reports	Sample school records
8	Women in management positions in PAGE schools	Number of women/men in management positions; number of women/men promoted to management positions each year (e.g., to senior teacher, head of department, deputy and head teacher levels by school and district)	MOE Teaching Service Commission and MOE personnel offices DEO/PEO PAGE reports	DEO/PEO records Sample school records Development Plans for women in management positions
9	Family PAC development	Number of schools using the manual by schools per district; frequency of use per school; frequency of parents checking pupils' homework	School records and DEO's records DEO/PEO PAGE reports	Sample school records Records of researcher interviews with pupils, teachers, and parents

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Ser. No.	PAGE Interventions	Measure	Suggested Data Source	Suggested Means of Verification
10	Community Action Plans for girls' education	Number of Action plans in place per school catchment area and district	School, PTA, Community Records Interviews with teachers, PTA members, and community members DEO/PEO PAGE reports	Sample school records Documentation of activities implemented using the school-community action plans developed Records of researcher interviews with pupils, teachers, parents, and community leaders
11	Performance of girls at grade 7 level	Number of girls/boys per school who proceed to Grade 8 by (1) national cut offs and (2) Basic school cut offs Teachers and parents perceptions of girls' performance	School records National Examination Council and Provincial/district records DEO/PEO PAGE reports	Sample school records Interviews with teachers and parents
12	PAGE schools that received grants	Number of PAGE schools that received Grants from UNICEF	District Records School records MOE HQ PAGE office DEO/PEO PAGE reports	Sample school records
13	Teacher implementation of principles in girl-friendly Module 7	Presence of Module 7 in school and in teachers' hands Evidence that Module 7 concepts have been implemented	School records DEO records DEO/PEO PAGE reports	Interviews with MOE HQ and District and School Gender Focal Point and Head Teachers of individual schools
14	Bicycles for visiting and mobilizing parents and communities	Number of Schools with bicycles Number of school bicycles still in use Number of times bicycles are used per month for	School records HQ/PEO/DEO PAGE records	Sample school records and researcher viewing bicycles Interviews with parents, Gender FP and Head Teacher re. effectiveness of bicycles

		home visits		Interviews of headteacher regarding bicycle maintenance
15	ZEDUKITS	Number of Schools with kits Number of school kits still in use Frequency in which kits are used per week	School records HQ/PEO/DEO PAGE records	Sample school records and researcher viewing kits Interviews Gender FP, Head Teacher, pupils regarding effectiveness of kits Interviews of headteacher on kit maintenance
16	PAGE school Clubs: -Girls Clubs - HIV/AIDS Clubs	Number of schools with these clubs	Records of club memberships, interschool competitions, etc.	Sample school records Interviews with Teachers and school children

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## Activity Plan

### 5.8 Activity Plan

Stage 1				
Prepareatory	1. Literature review	1. Conduct literature review	Principal investigator & Co-researcher	July 1st - 5th
	2. Meet with USAID	2. Finalise TORs Schedule & deliverables	Principal investigator & Co-researcher Technical Advisor	July 6th - 10th
	3. Revise Activity Plan	3. Revise Activity Plan Prepare list of key documents to be supplied by Stakeholders	Principal investigator Co-researcher Technical Advisor	July 11th - 15th
	4. Work on Research	4. Work on Methodology	Principal investigator	July 16th - 20th

	Design			
	5. Meet Reference Group	4. Introduction to stakeholders	Co-researcher Technical Advisor	July 11th
<b>Stage 2</b> Pre & field work activities	1. Finalise research design & methodology	1. Develop and field test evaluation Instruments, print necessary documents prior to going into field	Principal investigator Co-researcher, Technical Advisor & data analyst	July 12-18 July 19-20
	2. Field work in Southern Province	2. Collect data	Principal investigator Co-researcher research assistant & Driver	July 26 - 10th Aug
	3. Data processing	3. Data entry & Data analysis	Data entry clerk & data analyst Principal investigator & Co-researcher	Aug 12th - 22nd
	4. Conduct follow up interviews with MOE HQ	4. Collect supplementary data	Principal investigator & Co-researcher	Aug 12th - 22nd
<b>Stage 3</b> Draft report & present findings to reference group	1. Draft report	1. Distribute 15 copies of draft to reference group	Principal investigator & Co-researcher	Sept 2nd - 13th
	2. Provide briefing to reference group on field work	2. Presentation preliminary findings to reference group for feed back	Principal investigator & Co-researcher	Sept 15th
<b>stage 4</b> Final report writing	1. Write final report inclusive of reference group feed back	1.a) Production of 50 bound and electronic copies of final report  b) Submission of final draft to USAID for final review  c) USAID approval of report for distribution  d) 50 copies of final report sent to MOE for distribution to stake holders	Principal investigator & Co-researcher & editor  Principal investigator & Co-researcher  Principal investigator & Co-researcher  Principal investigator & Co-researcher	Sept 14th - 20th  Sept 20th  Oct 4th  Oct 10th
	2. Present highlights of findings to MOE & key stake holders	2. a) Presentation of findings & 50 copies of presentation notes ( eg Power Point presentation ) for	Principal investigator & Co-researcher rapporteur	Oct 16th

3. Record of discussion, questions, answers, and comments from the presentation

distribution to audience

3. Submission of notes taken during

final report presentation

Principal investigator &

Co-researcher

rapporteur

Oct 21st

## **APPENDIX C**

### **PRESENTATION NOTES**

APPENDIX C  
PRESENTATION NOTES

## REPORT ON MEETING ON DESEMINATION PAGE EVALUATION FINAL REPORT

- **DEO Itezhi-tezhi:** Claims Bushinga was given a ZEDUKIT and only 20 were actually received in the district.
- **Marianne Christensen DANIDA:** Report was very good. Accomodation of teachers is a huge problem wished to Know, the ministry's future intentions, in this regard. Heard that teachers salaries were to include a housing allowance, thought that GRZ policy was to encourage each individual to build their own houses, rather than saying in institutional houses or renting. Will teachers now as a result of these allowances take care of their own housing.
- Pointed that bicycles should be given with spares.
- Felt that there were many programs with good intentions and many different policies which are act independently, wanted to know how to combine the policies ultimately for the benefit of the child.
- Talked about zones and how they were being utilized and how interventions were being placed using zones.
- How are the PTA's involved in these programs.
- Linking of different programs together, strengthening management especially headmasters which would improve data collection.
- **MOE HQ:** No definite policy yet, could help some teachers build houses, but there may be problems in town where building is more expensive, housing allowance may force some teachers to live in compounds because of high rentals. MOE has no definite policy on housing allowance or how to implement it feels that more discussion is needed.
- **PEO Livinstone :** A lot of work to be done, the three teachers unions are not agreed about the implementation yet, there are a lot of logistical problems. An example is Siavonga teachers staying in Kariba North bank houses, who don't realize that the

ministry is paying for their houses and will have to move out if housing allowance is implemented.

- Complained about pre-emptive circulars which have complicated relations between the PEO and teachers, who are unhappy with the PEO over housing allowances.
- **MOE:** In rural schools is it possible for a teacher to just build a house? Simply giving a housing allowance will not solve the problem.
- **Chair:** Speaks about ZAMSIF or some other initiative to provide accommodation in rural schools.
- **MOE:** Apart from the 40% housing allowance, under BESSIP an attempt is being made to build some houses or simple structures in rural set ups to alleviate the situation.
- **MOE:** Communities labour producing materials, communities that take initiative should be supported to act as examples to other communities, materials should not be left to become ant hills.
- **UNICEF (WASHE):** Have noted the problems with failure to follow MOE guide lines, and will look into it. Wanted to know how best implementation interventions and facilities could be sequenced in terms of management levels.
- Felt that UNZA validation team needs to do capacity building at district, zone and school levels to encourage better record keeping.
- Asks if there is need for parallel committees e.g. PAGE committees when there are PTAs.
- Are life skills being taught at the schools, are there materials on life skills.
- Feels that interventions at schools should be packaged, (i.e. complete).
- **MOE:** Life skills are not being taught as the materials are still under development.
- **UNICEF:** Comment UNICEF is training over 700 teachers in life skills, HIV/AIDS can't wait.
- **N. Kent USAID:** Does ministry feel it has addressed policy over rural urban imbalance?
- Statistics, noted certain trends missed in the report, in 2000 in averages, '1girls' moved on to Grade 8 but in 2001, '2 girls' moved on to Grade 8. For GRZ comparable ' 1¼ girls' moved

on to Grade 8 in 2000 but only a '¼ girls' moved on to Grade 8 in 2001. Feels this is significant, in favour of PAGE schools. Feels study should emphasize this and encourage further study of these trends.

- Feels that interventions should start at lower levels, lower than zones since those are still a new concept, preferably at school level. Suggests a whole menu of issues of community needs, e.g. girl children, special education, boreholes, latrines, to be put in the communities planning capacity and let the communities decide how to get more children into school.
- **MOE HQ:** Concerning rural – urban inequality, there is a new Zonal guideline on employment. Noted that teachers are actually there. In Kalomo out of 52 sent 42 reported. In Itezhi-tezhi 22 were sent 9 reported but 1 left a further 5 were sent bringing a total of 13.
- **MOE HQ:** Notes that this is an example of policy in action, notes that the policy works on the basis of not being put on the payroll if you do not report, including married women. Feels however that the DEOs should not 'bury' these teachers in these schools but after about 2 years or so let them transfer 'back to their husbands'.
- **Marianne Christensen DANIDA:** Feels you have to go where the job is. Job should be linked with better accommodation maybe a bicycle. Need to eliminate manipulation of MOE officers by teachers to transfer.
- **MOE:** Note to table 12 of the report, is that a true picture of grants.
- **MOE HQ:** Is a true picture.
- **UNICEF:** Wishes to change wording on page 13.
- **N. Kent USAID:** Feels in spite of the wording UNICEF still did not do its job with regards to monitoring.
- **Marianne Christensen DANIDA:** Asks MOE representative if it is possible to base the various programs at school level through the PTAs and could monitor things at school level and make use of existing structures.



## THE WAY FORWARD

- **PEO Livinstone** : Answering question above by Marianne Christensen DANIDA, PTAs were emplaced by an act of parliament and have specified roles. Therefore if they are to implement a program and fail to do so, it would not be possible to question them as it is outside their specified roles. However there is nothing wrong with PTA members being on sub committees.
- Changes has been very successful because it includes other stakeholders in the community, such as the headman, representatives of the chief and others.
- **MOE**: MOE should improve teachers packages to discourage them from using time for extra curricular activities for making money. School clubs etc have suffered because of this but these structures are important in implementation of some interventions.
- **MOE**: Coordinate stakeholders at district level from various programs or projects to make transport easier. That is rather than each individually implementing or monitoring their programs combine these activities.
- **MOE**: Feels that monitoring at district level not deep there is need to look for the problems.
- **MOE**: Districts rely heavily on erratic reports from school PAGE coordinators, they would like funding for district PAGE coordinators to monitor the schools themselves more regularly.
- **MOE HQ**: Notes that the ministry has only been looking at the information that it wants to. They used to have a very large instrument which they found too bulky so monitoring was pushed to the planning units, where it has been reduced to just statistical indicators, lacking qualitative data. MOE has noted these weaknesses and plans to train monitors at district level so they can monitor with more depth.
- MOE realizes only lip service has been paid to affirmative action. MOE has therefore mounted a training program to encourage female teachers to go for further training and strengthen their qualifications to remove any barriers to promotion. The Equity and Gender unit will demand a percentage of female officers / teachers be promoted.

- **Marianne Christensen DANIDA:** Suggested an accreditation system especially for women as a person may have great qualifications but be a poor performer. Felt there should be a system to take into account non academic achievements.
- **MOE:** Claimed this would not be fair to those with qualifications and would cause trouble.
- **MOE HQ:** Was not happy with the fact that K 380,000,000.00 had been released to WASHE for the VIP latrines at PAGE schools and nothing was done.
- **UNICEF:** Requested this in writing as a way of moving forward and sorting out the problem.
- **MOE:** Strengthened PAGE committees in Lusaka province by including the school head teacher, school guidance teacher and two community members.
- In Lusaka traditional Initiators were sensitized. There was improved interaction with the initiators this year as a result.
- **MOE:** MOE needs to train more head teachers in record keeping. Ten were sensitized per district but this was not enough. Funds must be released for these 10 to sensitise the rest.
- **MOE:** Bicycles, vehicles and office equipment need maintenance can funds be released for this.

## **CLOSING REMARKS**

Today we have evidence about the areas where PAGE is successful. At school level, PAGE should involve all teachers. Find ways of involving everyone in the program in order to achieve objectives.

## **APPENDIX D**

### **PAGE EVALUATION FIELD SURVEY BRIEFING**

## APPENDIX D

# PAGE EVALUATION FIELD SURVEY BRIEFING

## Adjustment to research design

The sampling frame selected schools on the basis of enrolment figures, however, the design from the outset took into account the Urban / peri-urban and rural dimension of schools which was not taken into account in the final sampling frame. Therefore some adjustments were made in the field to take care of this dimension, although the adjustments were also necessitated by considerations of time, distance and conditions of roads. It has to be mentioned however, that the Urban / peri-urban and rural dimension only applies to Itezhi-tezhi as all the PAGE schools in other districts are rural.

### Kalomo:

According to the original sample list, Najinka, Katanda, Njabalombe and Kasikili had been selected, however, the last two were replaced by Bbelo and Nazilongo. Bbelo was considered to be the closest PAGE school to Kalomo urban, and Nazilongo as the nearest comparable non-PAGE school.

### Gwembe:

The original sample list had chisanga, Sompani, and Kkoma, but Chisanga was replaced by Makuyu as the closest PAGE school to any modern settlement (Munyumbwe) and Nakanjele as the nearest comparable non-PAGE school. The bad state of the roads and the terrain in Gwembe made the work not only difficult, but also dangerous, therefore it was considered inadvisable to attempt to reach schools like Chisanga which was 93 Km from Gwembe, of dangerous terrain.

### Itezhi-tezhi and Siavonga:

Nothing changed from the original sampling frame in these districts.

Province	Officers targeted	In	Out	Reasons
Southern	PEO Provincial PAGE coordinator	✓	✓	Addressing a crisis at a school.

<b>Institution (Livingstone)</b>	<b>Officers targeted</b>	<b>In</b>	<b>Out</b>	<b>Reasons</b>
Livingstone TT College	Principal Teachers		✓ ✓	Workshop Workshop & teaching
CHANGES	Dr Kilpatrick Mr Maambo	✓	✓	Other work
Prov Resource centre	Director	✓		

<b>District</b>	<b>Officers targeted</b>	<b>In</b>	<b>Out</b>	<b>Reasons</b>
Kalomo	DEO Dist PAGE Coordinator		✓ ✓	Study leave Study leave
Gwembe	DEO Dist PAGE Coordinator	✓	✓	Provincial sports
Itezhi-tezhi	DEO Dist PAGE Coordinator	✓ ✓		
Siavonga	DEO Dist PAGE Coordinator	✓	✓	Lusaka

<b>District</b>	<b>School</b>	<b>Officers targeted</b>	<b>In</b>	<b>Out</b>	<b>Reasons</b>
Kalomo	Katanda	Head teacher PAGE coordinator Other teachers Community Girls	✓ ✓ Only one teacher ✓ ✓		
	Najinka	Head teacher PAGE coordinator Other teachers  Community Girls	✓ ✓ School has 3 teachers One is community. ✓ ✓		

	Bbelo	Head teacher PAGE coordinator Other teachers Community Girls	✓ ✓ School has 2 teachers ✓ ✓		
	Nazilongo	Head teacher	✓		
	sompani	Head teacher PAGE coordinator Other teachers Community Girls	✓ ✓ ✓ ✓ ✓		
	Makuyu	Head teacher PAGE coordinator Other teachers Community Girls	✓ ✓ ✓ ✓ ✓		
<b>Gwembe</b>	Nakanjele	Head teacher	✓		
<b>Itezhi- tezhi</b>	Bushinga	Head teacher PAGE coordinator Other teachers Community Girls	✓  ✓ ✓ ✓	✓ ✓	Gone to Itt to see DEO
	Nahubwe	Head teacher		✓	Gone to Itt to Buy food
	Ngoma	Head teacher	✓		
	Makuzu	Head teacher  PAGE coordinator  Other teachers Community Girls	   Only 1 teacher found ✓ ✓	✓  ✓	Collecting Salaries from Choma PAGE workshop
	Itezhi Tezhi Basic	Head teacher PAGE coordinator Other teachers Community Girls	✓  ✓ ✓ ✓	✓	PAGE workshop

<b>Siavonga</b>	Matuba	Head teacher		✓	Local leave Lusaka
		PAGE coordinator		✓	
		Other teachers	✓		
		Community Girls	✓ ✓		
	Syakalyabanyan	Head teacher		✓	Salary from Siavonga
		PAGE coordinator	✓		
		Other teachers		✓	Salaries from Siavonga
		Community Girls	✓ ✓		
	Sikongo	Head teacher	✓		

## **APPENDIX E**

### **COMMENTS ON THE EVALUATION OF PAGE IN SOUTHERN PROVINCE from MOE HQs.**



## APPENDIX E

### COMMENTS ON THE PRELIMINARY FINDINGS OF THE EVALUATION OF PAGE IN SOUTHERN PROVINCE from MOE HQs.

1. It is a very well done and useful report because it shows clearly where the weaknesses are and what needs to be addressed.
2. However, its consistent reference to certain points raised in three very disputed reports, these being, Anne Bernard(1999), Mumba etal (2000) and Ponga etal(2001), may not reflect the true picture of how what was being referred to was implemented. It would be interesting for the consultants to note that some of these reports were actually almost thrown out and then consultants were asked to redo them. Discussions on these could be found in minutes of meetings preceding presentation of the given reports. Therefore, caution should be taken in quoting them (please find out either from UNICEF or MOE HQ). A good example of this is paragraph four on page 12 commenting on weaknesses of PAGE management structure, find out the latest on this which even affects what is in the next paragraph and the last paragraph on page 13.
3. The fact that schools were provided with funds for the implementation of family Pac, module 7(which is a gender module) in 2001 and the revelation that teachers do not know anything about gender or PAGE means that utilization of these funds needs to be monitored to find out what exactly was achieved from implementing them and who actually attended. Module 7 and family Pac are school based activities and if properly implemented, should have at least helped the teachers to learn more about gender and how to deal with girls' education.
4. The positive change found in the communities and schools where CHANGES had been should be highlighted so that we know the weak and strong points of this community mobilization strategy introduced to support the PAGE program in southern province. What exactly did CHANGES change?
5. Since this report is for 2002, there was need for the consultants to find out what the current implementation structure for PAGE is in order to reflect this on pages 10 to 12. The team also needed to know that monitoring was an ongoing process and should have taken some interest to find out by reading some of these reports done by different stakeholders in the ministry(this is in reference to paragraph one on page 15).

E.B. Sinkala

**APPENDIX F**

**RESEARCH DESIGN AND METHODOLOGY**

## **APPENDIX F**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **Implementation of Terms of Reference**

The implementation of the Terms of Reference for the Evaluation will be carried out in 4 stages, i.e., stage 1: Preparatory; which will include literature review, finalization of the TORs, and meetings with MOE. Stage 2: Pre- and Field work activities will include finalization of research design and methodology, preparation and pre-testing of evaluation instruments, data collection, data entry and analysis. Stage 3: will include draft report writing and presentation of Preliminary findings to Reference Group and stage 4: Final Report writing, submission to USAID and presentation of findings to MOE.

#### **Data Collection Methods**

Both secondary and primary data was collected for this study. Secondary data collection involved literature review of all documents relevant to the study from MOE, USAID, UNICEF, CIDA, etc., and statistical data from EMIS BESSIP indicator and annual school census data on PAGE and nearby schools for the period of 1998-2001, (as shown in the scope of work), which the data analyst on the research team prepared for the team to take into the field for verification at the Provincial, district and school levels. Primary data collection employed both quantitative and qualitative methods. In this regard, a structured questionnaire was prepared to collect quantitative data on all the PAGE indicators as shown in the scope of work. This questionnaire was administered to the Provincial education Officer in Southern Province, the District Education Officers of the 4 districts with the PAGE supported schools and the head-teachers of the 15 schools visited. This is because statistical data is found in these offices. Qualitative data was in the form of Focus Group Discussions, in-depth interviews, key informant interviews and case studies due to the different types of the data captured and the variety of stakeholders from whom the data was collected. Key informant interviews were conducted with UNICEF, and MOE, Gender and Equity Component and other members from the Reference Group, PAGE focal persons at provincial, district and school levels. The study worked on the assumption that key informants were those with in-depth information about PAGE activities at national, provincial and school levels including its history and current performance, which will be difficult to capture by using quantitative methods. Focus Group Discussions were also conducted with teachers, pupils, the PTAs and community members of the sampled PAGE schools. FGDs targeted these groups of people because the study wished to

capture their collective opinions and perceptions about PAGE and its performance. Case studies were also conducted involving the two PAGE schools in Kalomo where community mobilization and sensitization campaigns have taken place to see how different these were from other PAGE schools in terms of the level of community involvement in school activities and its commitment to girls' education.

### Study Sites

Preliminary interviews for this study took place in Lusaka with the Reference Group, and the MOE personnel at headquarters. The actual Study sites however, were in Southern Province namely, Livingstone, where the Provincial Education Offices are situated, and the 4 districts of Gwembe, Itezihetzi, Siavonga and Kalomo, where the 42 USAID supported PAGE schools are situated.

### Sample Size and Sample Design

A total sample size of 15 schools were involved in the study, 10 of which were from the 42 USAID supported PAGE schools in the 4 districts mentioned above and 5 comparable schools without PAGE interventions in nearby areas. The break down of the schools sampled is as follows: 13 schools, 8 of which were PAGE, (inclusive of 1 community PAGE school), and 5 non PAGE intervention schools, 1 of which was a community school, were selected to represent all 4 districts and types of schools (e.g., urban / peri-urban / rural in each district). In addition 2 PAGE intervention schools in Kalomo were selected as case studies. The final sample of 10 PAGE schools represents about 25% of the total number of USAID supported schools, a figure representative enough to give an idea of the situation in the other PAGE schools in the 4 districts in general.

### Sample Selection Procedure for PAGE Schools

The original sampling frame selected the 8 PAGE schools by using Probability Proportional to Size procedure (PPS), with the size measure being the enrolment figures for the year 2000, however the design from the outset took into account the urban / peri-urban and rural dimension of schools which was not taken into account in the final selection. Therefore some adjustments were made in the field to address this situation. Accordingly in Kalomo, Bbelo and Nazilongo replaced Njabalombe and Kasikili from the original sample. Bbelo, (19 Kms from Kalomo DEO's office), was considered to be the nearest PAGE school to Kalomo urban, and Nazilongo as the nearest comparable non-PAGE school. The 2 case studies namely, Katanda (70Kms), and Najinka (34Kms), represented the typical rural PAGE schools respectively. In Gwembe, 2 of the originally

selected schools, namely, Chisanga and Kkoma, were replaced by Makuyu and Nakanjele. Makuyu (20 Kms) was considered to be the nearest PAGE school to any modern settlement (Munyumbwe) and Nakanjele, (6 Kms), as the nearest comparable non-PAGE school, Sompani was retained to represent a typical rural PAGE school. In Itezhi-tezhi and Siavonga, the originally selected schools were maintained as it was felt that they adhered to the pattern adopted in the other districts, with Itezhi-tezhi Basic and Matua in Siavonga representing the urban or near urban schools, and Makuzu and Syakalyabanyama, the typical rural PAGE schools respectively. A total of 2 schools per district were selected using this procedure, with the exception of Kalomo. In Kalomo, 2 PAGE intervention schools namely, Katanda and Najinka were purposively selected as case studies, for reasons already explained above. In addition 2 community schools, namely 1 PAGE and 1 none PAGE in Itezhi-tezhi, were also purposively selected due to the fact that there are only 2 USAID supported PAGE community schools, one in Kalomo, and the other in Itezhi-tezhi. It has to be noted however, that the urban / peri-urban / rural dimension with regards to PAGE schools in Southern Province strictly speaking only applies to Itezhi-tezhi where there are 2 PAGE schools in the vicinity of the District Council offices, elsewhere all PAGE schools are rural.

#### Sample Selection Procedure for Non PAGE Schools

A total of 4 non PAGE schools have been purposively selected by mapping the characteristics of the selected PAGE schools on the non PAGE schools. The sample was spread in the 4 districts as follows:

Table 1 Sample Number per District

District	Number of Schools	Total
Kalomo	2 PAGE Case Studies 1 PAGE school 1 comparable school	4
Itezhi-tezhi	2 PAGE Schools 1 comparable school 1 PAGE community school 1 comparable community school	5
Gwembe	2 PAGE schools 1 comparable school	3
Siavonga	2 PAGE schools 1 Comparable school	3
		15

Table 2 Sample Listing

District	School name	School grade	Sampling	Observations
Gwembe	Makuyu	Middle Basic	Purposive	PAGE
	Sompani	Middle Basic	Random	PAGE
	Nakanjele	Middle Basic	Purposive	Comparable
Kalomo	Najinka	Lower Basic	Purposive	Case study
	Katanda	Lower Basic	Purposive	Case study
	Bbelo	Middle Basic	Purposive	PAGE
	Nazilongo	Middle Basic	Purposive	Comparable
Siavonga	Matuwa	Middle Basic	Random	PAGE
	Syakalyabanyama	Middle Basic	Random	PAGE
	Sikoongo	Middle Basic	Purposive	Comparable
Itezhi-tezhi	Itezhi-tezhi Basic	Upper Basic	Random	PAGE
	Makuzu	Middle Basic	Random	PAGE
	Ngoma Basic	Upper Basic	Purposive	Comparable
	Nanhubwe Community school		Purposive	Comparable
	Bushinga Community school		Purposive	PAGE

### Pilot Study

A quantitative questionnaire targeting the PEO, DEO and school head teachers was prepared and pilot-tested in peri-urban and rural schools in Chongwe district of Lusaka province which has similar socio-economic characteristics to the four districts in the study. The pre-test involved 4 schools, 2 peri-urban and 2 rural, of which 2 were PAGE and 2

comparable schools. After the pre-test, the data was analyzed and the instrument adjusted accordingly.

### Data Collected

Two district PAGE Focal persons, and 4 school PAGE coordinators were not found during the course of data collection, in addition at least 4 of the PAGE schools were staffed by one or two teachers, in other schools some of the teachers were out to collect salaries or some other emergencies, therefore no FGDs were held with teachers in such schools.

Table 3. Summary of Data collected

Type of Data	From whom collected	Number
Questionnaires	PEO	1
	DEO	4
	School Head Teachers	15
Total		20
IN-Depth / Key person interviews	UNICEF	3
	MOE Gender & Equity	1
	Prov PAGE FP	1
	Prov resource center manager	1
	Dist PAGE FP	2
	School PAGE Coordinators	6
Total		11
Focus Group Disc	Community	10
	School girls	10
	Teachers	3
Total		23

In addition to the above data summarized above, physical inspection of such infrastructure as VIP latrines, boreholes and school buildings was undertaken. Community focus group discussions were tape-recorded where possible.

### Data Analysis

The quantitative data collected is being analyzed using Access statistical package. The qualitative data collected from FGDs, in-depth interviews etc., was analyzed using the Content Analysis method.

## **APPENDIX G**

### **UNUSED STATISTICAL DATA FROM DISTRICTS**



## APPENDIX G

### UNUSED STATISTICAL DATA FROM DISTRICTS

Table 1.1 Districts by number of schools, PAGE schools

District	Number All schools	Number PAGE schools
Kalomo	97	10
Gwembe	40	10
Itezhi tezhi	23	10
Siavonga	33	10

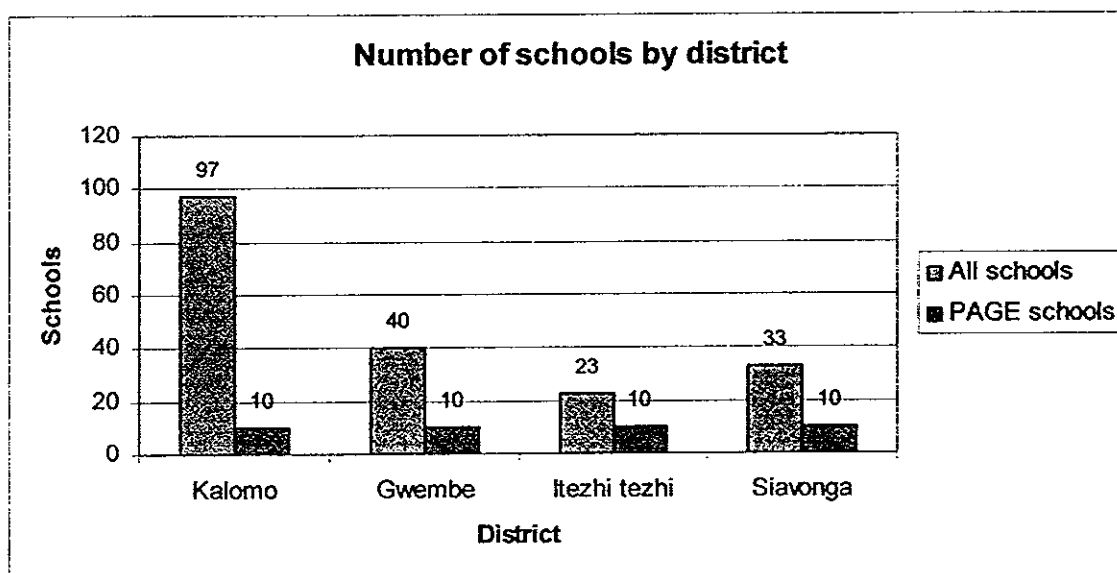


Table 1.2 Districts by number of teachers and training

District	Female teachers	Male teachers	Trained female teachers	Trained male teachers	Female teachers PAGE training	Male teachers PAGE training
Kalomo	260	433	260	433		
Gwembe	46	107	46	107		
Itezhi tezhi	37	88	37	88	27	41
Siavonga	89	130	89	130	5	5

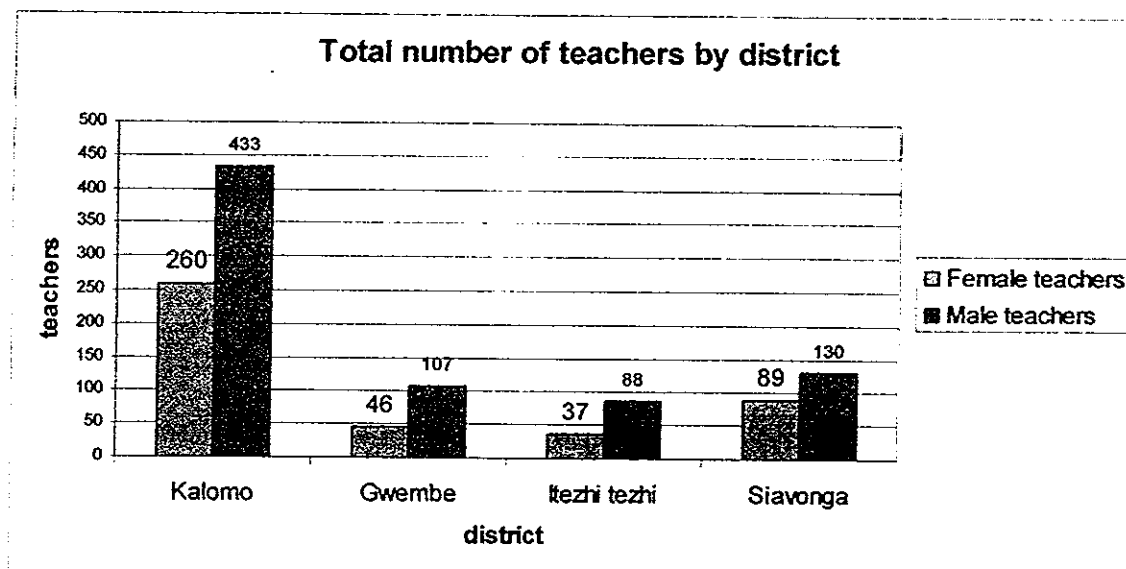


Table 2.3 Districts by women promoted to management positions by year  
Count

District	Yaer and position				
	1998	1999	2000	2001	20
Kalomo	EO				CEO
Gwembe					
Itezhi tezhi	EO				
Siavonga	Deputy Head	Senior Teacher	Senior Teacher	Senior Teacher	

Table 5.1 Districts by computers received from UNICEF

District	Number received	When received	Still working
Kalomo	1	1999	1
Gwembe	1	2000	1
Itezhi tezhi	1	2002	1
Siavonga	1	2000	1

Table 5.2 Districts by use of computers

District	Keeping records	Keeping school data	typing minutes	Other uses
Kalomo	1	1		
Gwembe	1	1	1	1
Itezhi tezhi	1	1	1	1
Siavonga	1	1	1	1

Table 4.1 Districts by HIV activities at district level

District	HIV/AIDS PAGE activities		
	Talk and organise	Talk and monitor	Organises drama
Kalomo		1	
Gwembe			1
Itezhi tezhi	1		
Siavonga	1		
Total districts	2	1	1
% of total districts	50	25	25

Table 3.1 District by ZEDUKITS received

District	PAGE schools received ZEDUKITS	Number ZEDUKITS
Gwembe	10	2
Itezhi tezhi	10	2
Total districts	2	
% of total districts	50	

**APPENDIX H**

**SUMMARY OF QUALITATIVE DATA**

## APPENDIX H

### SUMMARY OF QUALITATIVE DATA

Thematic area	Provincial	District	
		Gwembe	Itezhi-tezhi
Intergration of PAGE into BESSIP	Mechanism for intergration not clear yet.	Don't know	Don't know
PAGE funding	Yearly funding but funds are released on the basis of how last disbursement was accounted for.		
Sources of funding	UNICEF BESSIP other cooperating partners		
How much per year	Refer to handout		
How much per school	K 500,000.00		
Conditions attached to funding	No conditions at school level but accountability & financial reports a condition at provincial level.		
Capacity building on Gender	<ol style="list-style-type: none"> <li>1) Training of trainers at provincial level: a. Deputy PEO b. PIS's DIS's train &amp; district in service providers at district level. Zonal teachers are trained in Gender to go and train teachers at school level each zone caters for 12 schools.</li> <li>2) Another avenue is through training colleges where trainee teachers are trained in Gender so that they graduate with Gender skills and take these to schools</li> </ol>	<p>- Gender sensitisation for PAGE schools targeting Head teacher and PAGE coordinator, 3 trainings per year 1 workshop for PTA members i.e. PTA chairperson and 1 committee member</p>	<p>- Attended 3 workshops after being appointed as PAGE coordinator workshops covered topics on educating the girl child &amp; gender sensitisation, advocacy for girl child education single sex classes &amp; family PAC.</p> <p>- Coordinator went into schools and community to sensitise teachers &amp; community members. In one community workshop, a chief</p>

			attended
Effectiveness of TOT chain	Teachers have an idea of Gender but not much depth		
Performance of PAGE	<p>Quite effective but only problem is lack of implementation of some interventions e.g. toilets. # of toilets have been reduced from original figures by WASHE. WASHE decided to sink some of the toilets in communities apparently in order to train the pupils to use the toilets from their homes.</p> <p>No proper supervision was given to communities when building toilets</p>	<p>PAGE doing well, enrolments have improved e.g. Bbondo had low enrolments, but this has changed. Girls who had left school are now back. Daily attendance of girls has been good so far. But lack of toilets. Most toilets are not roofed. Staffing in school very poor, teachers run away. Draught, we expect attendance to go down due to the hunger situation.</p>	<p>PAGE doing well, enrolments have improved, not many drop outs</p>
Thematic area	Provincial	District	
		Gwembe	Itezhi-tezhi
Toilets	<p>Health environmental technicians (EHT's) were supposed to have done so but didn't. EHT's were also supposed to train on how these toilets were to be used, but content of training was not clear. Budget was meant for building toilets only, but it was also used for training.</p>		
Affirmative action		Slight change in favour of women, but not much because in our district there are	

		only 4 female head teachers	
--	--	-----------------------------	--

Thematic area	School PAGE coordinators					
	Katanda	Nanjika	Bbelo	Makuyu	Sompani	Syakalyabanyam
PAGE performance	Children who had dropped out have gone back to school	Increase in enrolment of girls due to girls who dropped out coming back to school	School attendance by girls has improved. Those who are absent are followed by community PAGE committee. Those who had stopped have come back to school	Improvement in attendance & enrolment figures of girls. Improvement in retention of girls at school.	PAGE activities not started yet	Improvement in girls enrolment, but grown up girls who had come back to school went away again because they felt out of place due to their age.
Affirmative action	No female teachers	No female teachers	No female teachers	One female teacher	Head teacher female and one other teacher female	PAGE coordinator female
Capacity building on PAGE	Through training workshops for PAGE coordinators. Attended about 2 workshops. Sensitisation on Gender by the CHANGES program	Preparatory workshops. 1 workshop on how to handle the PAGE program. Another workshop on module 7 how to handle pupils. Pupils should be treated the same and encouraged to believe they can do what the other sex can. Workshops attended by PAGE	Capacity building through sensitisation meeting by the DEO. These meetings have continued. 2 teachers attended training workshops at different times. Trained on what should be done in class to promote PAGE.	PAGE coordinator attended 1 workshop so far on module 7, workshop lasted 2 days. PAGE coordinator also attended a gender training workshop while still at college.	Training workshop on module 7 & preparatory workshop on PAGE.	Orientation to PAGE activities water & sanitation, Family Pac & Module 7, introduction of single sex classes, ZEDUKITS, PRA tools

		coordinator, Head teacher, PTA chairperson, PTA treasurer,[all men]	module 7.			
Effect of raining	This helped me & the community to realise that girls have as much capacity for performing well at school as boys, sometimes better.	The training assisted me in handling my classes. Before that, I too believed that girls were poor at some subjects. It has also assisted me in balancing relationships between boys and girls.	Training provided a clearer perspective on how boys and girls should be handled in class	Helped me to understand that girls can do as much as boys.	PAGE activities not started yet.except one training workshop.	I now realise that girls can perform much better than boys.
Performance of girls in class	Those girls who have come back having dropped out are stiiil shy and not free, but the others are doing well. I know this by the way they answer Qs in class. Writing is still a problem because of lack of chairs & desks, pupils put their books	Improved relations between boys and girls has contributed to better performance by girls (through gender sensitization of pupils)	Girls' performance has improved in some subjects except in Maths. Garde 4 and 5 girls out-perform the boys	Girls' participation in class has improved, class performance has also improved	No interventions yet	Girls' results in the single sex classes very impressive



on their laps  
while seated on  
broken bricks

Changes in  
boys' behaviour  
to girls

Boys behaviour  
has changed  
due to gender  
lessons by  
CHANGES.  
Before these  
lessons, there  
were fights  
between boys  
and girls at  
break time and  
on the way  
home, now they  
regard each  
other as  
brothers and  
sisters.

Since program  
started and  
girls have  
proved that  
they can do  
same things  
as boys(roles),  
boys have  
changed and  
are doing  
tasks they  
used to shun  
before e.g  
sweeping  
which used to  
be done by  
girls.

Mocking of  
girls by boys  
has declined  
due to  
improved  
academic  
performance  
by girls.  
Groupwork  
with boys has  
improved.

There have  
been  
improvement  
in boys'  
behaviour  
towards girls  
\*The girls  
however  
reported no  
change in the  
way boys  
tease them  
and touch  
them bodily.

no  
interventions  
yet

Not much because  
there have not  
been any  
sensitization pf  
pupils about PAGE  
It was done only  
once when the  
progrm was  
introduced but not  
for the past 2  
years.

Do girls ask Qs  
in class?

Girls are more  
relaxed and  
show no fear,  
e.g., girls  
offered to go  
and cut poles to  
roof toilets

Girls have  
changed in  
that they can  
perform any  
roles  
previously  
done by boys

Girls are still  
shy though  
their written  
work has  
improved.

Girls are still  
not very  
confident of  
themselves

Girls are still  
uncertain of  
themselves

Girls still doubt  
themselves.

Whether Community attitude towards girls' education has changed due to PAGE	Community's attitude to girls' education has changed due to sensitization by CHANGES. Parents have now seen the goodness of educating their girls. The community shows this change through eagerness to be involved in school activities such as building toilets for pupils & rehabilitation of infra structure. Parents also started sending girls who had dropped out of school, back again.	Community's attitude has changed a lot due to PAGE. Community has hired a teacher so that the school can have grades 5 & 6 in order to encourage girls to stay longer at school. Community members are in the PAGE committee & the PAGE committee checks on absent girl children by visiting parents. Those found keeping girls away from school for no good reason are penalized by performing community service at school.	Community has accepted that it is better to educate girls than boys, because girls are more caring towards their parents. Parents have come to consult teachers about how to improve their daughters' school performance, but they rush to marry them off once they fall pregnant	Before PAGE, parents used to pull their children from school as soon as they mature to get them married, but now parents themselves report their daughters to the school if they do not want to come to school.	No interventions yet	Community attitude has not changed much, more sensitization required
PAGE Bicycle	Yes it is there, head teacher and PAGE committee use it to check on absent children to find out why they have not come to school	Yes, it is there. It is used to check on absent children, organize workshops in villages, and attend PAGE programs at the DEO's office.	Yes, PAGE bicycle there. It is used to check on absent girl children from school, also to take sick children back home. Take information to DEO. PAGE committee uses it for these	Yes there is a bicycle, it is used to take messages about PAGE to the DEO's office	Yes, but the bicycle has broken down, but it was used to follow up parents of children absent from school.	Yes, there is a bicycle, it is used for visiting children when they are sick. Community knows about it but do not use it.

			reasons			
Initiation Ceremonies	Pupils still young and not yet affected (School goes up to grade 4 only)	None	None	There are initiation ceremonies, but minimized, and for those girls who have dropped out of school	Initiation ceremonies are practiced, but do not involve girls who are at school-purpose - to appease ancestral spirits	PAGE teacher & community said there were no initiation ceremonies in the area, but girls said there were there, but only held for girls out of school
Impact of Drought	Hunger has affected school attendance of pupils, families are without food for 2-3 days, eating patterns have changed as families insist on being together to eat the one meal they can afford per day, this is impact the same for both boys & girls are sent to fetch water	Right now some families are going without food for a number of days, when that happens, pupils stop coming to school. The situation is expected to be worse by mid-August. Both boys and girls are affected in the same way	Effect on school attendance not yet noticeable, but girls tend to be affected more by late coming to school due to drawing water	School attendance still good, but likely to decrease. We anticipate girls to be affected because of the need to fetch water	PAGE coordinator still new, but community agreed that there was hunger, which made it difficult for children to go to school	Hunger has drastically affected a) enrollments in that a number of children enrolled in the first term have dropped out, b) attendance, because children have no energy to come to school, c) pupils are sent by parents to sell vegetables in Chirundu to make a bit of money, d) girls, especially big ones are sent more to sell vegetables because they are trusted more by parents than boys.

**APPENDIX I**

**FOCUS GROUP DISCUSSIONS TOPIC GUIDE**

## APPENDIX I

### Focus Group Discussions Topic Guide

#### *Teachers*

##### **Affirmative Action**

1. How many female teachers hold management positions in this school?
2. What are the positions?
3. In your opinion, do you think there have been any changes in the way MOE promotes female and male teachers to management positions?
4. What are these changes?
5. When did you begin to notice these changes?

##### **Capacity Building On PAGE**

1. In what ways were the teachers in this school prepared for the implementation of PAGE activities?
2. Was there any special training or sensitization conducted for teachers before PAGE was introduced?
3. What issues did this training or sensitization cover?
4. How many teachers were involved in the training or sensitization?
5. What effect did that training / sensitization have on you personally?

##### **Perceived Impact of PAGE on Girls by Teachers**

1. Do you think PAGE has improved girls' school performance? In what ways?
2. Do you think PAGE has improved girls' school attendance? In what ways?
3. Has PAGE affected boys' behaviour towards girls? In what ways?
4. Has PAGE affected girls' behaviour towards boys? In what ways?
5. Do girls ask questions or answer questions in class? What is the significance of that?
6. In what other ways do you think PAGE has had an effect on the school lives of girls in general?
7. In what ways do you think the PAGE interventions have had an effect on the community's attitudes towards the education of girls in the area?
8. Do you have single sex classes?

9. How is the performance of girls in comparison to that of boys in the single sex classes?
10. What has been the impact of drought on pupils' school attendance?
11. Has the impact been the same on boys and girls?

### **Community Involvement in School Activities**

1. How do you get the community together and how often does the community come together?
2. Was the community prepared in any way for the introduction of PAGE in the school? In what ways?
3. How has the community received the PAGE interventions?
4. Does the community feel that PAGE is good for their girl-children?
5. In what ways?
6. Is the community here committed to the education of its girl-children?
7. In what ways?
8. Has the community produced any Action Plan
9. Do the teachers help the community in producing the Action Plan?
10. What are the priority activities in the community Action Plan?
11. Are there any activities in the Action Plan, which relate to the advancement of girls' education?
12. Have any of the activities in the Action Plan been implemented?
13. What is your notion of effective community participation in the promotion of education?

### **Module7**

1. How many of you have been trained to use Module 7?
2. In what ways has it made a difference in the way you handle your classes as a person?

### **Bicycles**

1. Did your school receive bicycles?
2. In what ways has the arrival of the bicycles affected your interaction with the community if at all?

### **Water and Sanitation**

1. Is there any improvement in the water situation in your school?
2. When did these improvements occur?
3. What was the water situation like before then?
4. Are there any improvements in the situation regarding latrines in your school?
5. When did you notice these improvements?
6. What was the situation of latrines before then?
7. In what ways has the situation of water and latrines in your school affected girls' participation in school?
8. Who maintains the boreholes at the school?

## **ZEDUKITS**

1. Do you all have ZEDUKITS in your classrooms?
2. Have you been trained on how to use them?
3. Have they made any difference to teaching and learning?
4. In what ways?

## **Family PAC**

1. Has your school received the Family PAC manual?
2. Who uses them in the school?
3. Have parents been trained in using the manual?
4. Has the manual increased parents' involvement in their children's school-work?
5. In what ways?

## **Girls Clubs**

1. What girls' clubs do you have in your school?
2. What is the purpose of these clubs?
3. What activities do girls do in the clubs?
4. What are they supposed to learn from these activities?
5. Do girls enjoy these activities?
6. Why do you think so?
7. Are there any HIV / AIDS clubs in the school?
8. Are many girls and boys involved in them?
9. Are they trained counselors to discuss HIV / AIDS with pupils?
10. Where are they from?
11. Are teachers also involved in HIV / AIDS activities as a group?
12. What are these activities?
13. Have any teachers in this school died of suspected AIDS related illnesses?

## **Initiation Ceremonies**

1. Are there initiation ceremonies in the area for girls?
2. When do they happen?
3. How do they affect girls' attendance at school?
4. If they disturb, have teachers brought this to parents' attention?
5. How have teachers done this?
6. What is the purpose of these rites?
7. When do girls generally get married?
8. Has there been any change in the age at which girls get married since the introduction of PAGE

## **FGD Topic Guide**

### **Community**

#### **Community Involvement in School Activities**

1. What do you think community involvement with the school means?
2. Do any parents or PTA committee members ever go into the classrooms to check if teachers are teaching, or if pupils are learning, or if they have books?
3. Do you, as a community, know anything about PAGE?
4. Were you, as a community prepared in any way for the introduction of PAGE in the school? In what ways?
5. What does the community think of the PAGE interventions?
6. Does the community feel that PAGE is good for their girl-children?
7. In what ways?
8. Do you, as a community, feel that it is important to educate your girl-children?
9. Why?
10. Have you as a community produced any Action Plan?
11. How did you develop it?
12. Did the teachers help the community in producing the Action Plan?
13. What are the priority activities in the community Action Plan?
14. Are there any activities in the Action Plan, which relate to the advancement of girls' education?
15. Have any of the activities in the Action Plan been implemented?

#### **Perceived Impact of PAGE on Girls by Teachers**

1. Do you think PAGE has improved girls' school performance? In what ways?



2. Do you think PAGE has improved girls' school attendance? In what ways?
3. Has PAGE affected boys' behaviour towards girls? In what ways?
4. Has PAGE affected girls' behaviour towards boys? In what ways?
5. In what other ways do you think PAGE has had an effect on the school lives of girls in general
6. In what ways do you think the PAGE interventions have had an effect on the community's attitudes towards the education of girls in the area?
7. What has been the impact of drought on pupils' school attendance?
8. Has the impact been the same on boys and girls?

### **Bicycles:**

1. Does the school have bicycles?
2. What are they being used for?

### **Family PAC**

1. Do you know what Family PAC is?
2. Do you use it?
3. Did anyone teach you how to use it?
4. What effect has it had on you?

### **Grants**

1. If the school receives some money from the government or donors do you hear about it?
2. How does the news get to you as a community?
3. Are you told what is done with the money?
4. Are you asked as to what should be done with the money?

### **Water and Sanitation**

1. Is there any improvement in the water situation in the school?
2. When did these improvements occur?
3. What was the water situation like before then?
4. Is there any improvement of in the situation of latrines in the school?
5. When did this improvement happen?
6. What was the situation of latrines before then?
7. In What ways has the situation of water and latrines in the school affected girls' participation in school?
8. Who maintains the boreholes at the school?

## **Initiation Ceremonies**

1. Are there initiation ceremonies in the area for girls?
2. When do they happen?
3. How do they affect girls' attendance at school?
4. If they disturb, have teachers brought this to your attention as parents?
5. How have teachers done this?
6. What is the purpose of these rites?
7. When do girls generally get married?
8. Has there been any change in the age at which girls get married since the introduction of PAGE

## **HIV / AIDS**

1. Has any body talked to you about HIV / AIDS?
2. Are there cases of people dying of suspected AIDS illnesses in the community?
3. What do you do as a community to protect yourselves against HIV / AIDS?

### **FGD Topic guide**

#### **Girls**

#### **Girls' Perceptions of PAGE**

1. Do you know anything about PAGE?
2. What does PAGE stand for?
3. In what way has PAGE made any difference in your school life?
4. Has PAGE affected boys' behaviour towards girls? In what ways?
5. Has PAGE affected girls' behaviour towards boys? In what ways?

#### **Girls Experience of School**

1. Do you enjoy school?
2. Do you feel comfortable in a mixed class?
3. Do you prefer being in a single sex class? Why?
4. Does the teacher ask you questions?
5. Does the teacher let you ask questions in class?
6. How does the teacher answer your questions?
7. Do boys tease you?
8. Does the teacher stop boys from teasing you?
9. How far do you want to go with school?
10. What would like to be when you finish school?
11. Do your parents encourage you to continue with school?
12. Does the community you live in encourage girls to continue with school?

13. Up to what level?

## **Water and Sanitation**

1. Is there any improvement in the water situation in the school?
2. When did these improvements occur?
3. What was the water situation like before then?
4. Is there any improvement of in the situation of latrines in the school?
5. When did this improvement happen?
6. What was the situation of latrines before then?
7. In What ways has the situation of water and latrines in the school affected girls' participation in school?

## **Girls Club**

1. Are you a member of the girls club?
2. What do you learn in the club?
3. Are there any special activities in the club?
4. In what ways has the drought affected your school life?
5. Are you a member of the HIV/AIDS club?
6. What have you learnt from it?

## **Initiation Ceremonies**

1. Are there initiation ceremonies in the area for girls?
2. When do they happen?
3. How do they affect girls' attendance at school?
4. If they disturb, have teachers brought this to the attention of your parents parents?
5. How have teachers done this?
6. What is the purpose of these rites?
7. When do girls generally get married?
8. Has there been any change in the age at which girls get married since the introduction of PAGE

## **FGD Topic Guide**

**Gender & Equity Committee / UNICEF / Provincial / District / School PAGE Coordinators**

### **Integration of PAGE into BESSIP**

1. Is the MOE working on a mechanism for integration of PAGE into BESSIP?
2. How is PAGE going to fit into the BESSIP directorates?
3. What are the future plans in this regard?
4. What are the future plans for PAGE in Southern Province?

### **PAGE FUNDING**

1. How much funding does MOE receive per year for PAGE?
2. From which sources?
3. How much of this is given to each school?
4. What are the conditions for schools to get this funding?
5. Does this apply for Southern Province as well?
6. What activities are funded?
7. Do schools have capacities for project management?

### **CAPACITY BUILDING in GENDER CONCEPTS**

1. In what ways do you ensure that teachers understand what gender really means?
2. What has been done to make staff at all levels understand that gender is not about women, but about women and men relating to each other?
3. Does the fact that PAGE seems to be associated with female teachers in some schools give it a positive or negative effect?
4. How effective do you think PAGE has been from inception to date?

### **Provincial & District levels**

1. Did your Province / District receive any grants from UNICEF?
2. When?
3. What activities was it used on?

### **School Level**

1. In what ways has the community been prepared for the introduction of PAGE?
2. In your view is the community committed to the advancement of girls' education?
3. Does the community have an Action Plan?

4. Do some of the activities in the Action Plan relate to the advancement of girls' education?
5. What has been the effect of drought on school attendance and performance?
6. Has this been the same for girls and boys?

## **Water & Sanitation**

1. How have boreholes and VIP latrines affected the quality of life at the school, specifically that of girls?
2. How are the boreholes maintained?

## **Family PAC**

1. Is Family PAC in use in the school?
2. Are parents using it?
3. Have they been trained in using it?
4. What effect has it had on the parents?

## **Impact of PAGE (Use Teachers Topic Guide)**

### **Module 7**

1. Has module 7 been implemented in the school?
2. By whom?
3. Have you noticed any changes in the way teachers handle pupils as a result of the implementation of the module?

### **Bicycles (Use Teachers Topic Guide)**

### **ZEDUKITS**

1. Did the school receive ZEDUKITS?
2. How many?
3. How effective are they as a learning and teaching aid?
4. In what ways do they improve learning for girls?

## **Clubs, HIV/ AIDS & Initiation Rites (Use Teachers Topic Guide)**

### **CASE STUDIES**

We understand that the community here has undergone sensitization and mobilization, around what issues was this sensitization and mobilization undertaken?

What difference has this made to the community's participation to education?

What difference has this made to the community's commitment to girls' education?

Are there any change in the community's attitude towards the education of girls?

What are these changes?

## **APPENDIX J**

### **PAGE EVALUATION INSTRUMENTS**

**NAME OF  
PROVINCE:** \_\_\_\_\_

**NAME OF  
INTERVIEWER:** \_\_\_\_\_

**DATE:**   /   /

<b>QUESTIONNAIRE No:</b> <input type="text"/> <input type="text"/>
--

**Section 1: For provincial education officer**



### 1.1. General information

Section	Question #	Question	Response
1	1.a	Number of districts in province with PAGE schools?	<input type="text"/> <input type="text"/>
	1.b	Number of PAGE schools in each district?	<input type="text"/> <input type="text"/>
	1.c	Number of teachers in province? Female teachers Male teachers	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

	<b>1.d</b>	How many of these are trained? Female Male	<table border="1"> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>				

## 1.2. Affirmative action

Section	Question #	Question	Response										
1	2.a	How many women are in management positions at the provincial level? PEO D/PEO PIS SIS SEO	<table border="1"> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>										
2.b	How many men are in management positions at the provincial level? PEO D/PEO PIS SIS SEO	<table border="1"> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>											
2.c	At what management level is the PAGE focal person?												

	<b>2.d</b>	Number of men and women promoted to management positions during the following years?				
		<b>Year</b>	<b>Women</b>	<b>Position</b>	<b>Men</b>	<b>Position</b>
		1998				
		1999				
		2000				
		2001				
		2002				

### 1.3. Boreholes

Section	Question #	Question	Response
<b>1</b>	<b>3.a</b>	How many PAGE schools have boreholes?	<input type="text"/> <input type="text"/>
	<b>3.c</b>	Who sunk the boreholes?	
	<b>3.d</b>	How many are still in working order?	<input type="text"/> <input type="text"/>
	<b>3.e</b>	Who uses these boreholes? 1) School 2) Community 3) Other (specify)	<input type="checkbox"/> <input type="checkbox"/>

#### 1.4. VIP Latrines

Section	Question #	Question	Response
1	4.a	How many PAGE schools have VIP latrines?	<input type="text"/> <input type="text"/>
	4.b	How many of these have been completed?	<input type="text"/> <input type="text"/>
	4.c	Of those completed how many are in use?	<input type="text"/> <input type="text"/>

#### 1.5. Family PAC

Section	Question #	Question	Response
1	5.a	How many schools in the province received Family PACs?	<input type="text"/> <input type="text"/>
	5.b	How many Family PACs per school?	<input type="text"/> <input type="text"/>
	5.c	How many schools are using the Family PAC?	<input type="text"/> <input type="text"/>
	5.d	Has the Family PAC been translated into local language(s)	<input type="text"/>

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### 1.6. Performance at grade 7 level

Section	Question #	Question	Response	
1	6.a	Number of pupils proceeding to grade 8 by National cut off points:	2000	2001
			Girls	<input type="text"/> <input type="text"/>
	Boys	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	
	6.b	Number of pupils proceeding to grade 8 by Basic school cut off points:	Girls	<input type="text"/> <input type="text"/>
Boys			<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

### 1.7. Grants

Section	Question #	Question	Response
1	8.a	Number of PAGE schools in Province that received grants?	<input type="text"/> <input type="text"/>
	8.b	How much?	
	8.c	From whom?	GRZ <input type="text"/> UNICEF <input type="text"/> Other specify
	8.d	When?	

### 1.8. Module 7

Section	Question #	Question	Response
1	8.a	How many PAGE schools received Module 7 in the province	<input type="text"/> <input type="text"/>

### 1.9. Bicycles

Section	Question #	Question	Response
1	9.a	How many PAGE schools in the province received bicycles?	<input type="text"/> <input type="text"/>
	9.b	How many per school?	<input type="text"/> <input type="text"/>

### 1.10. ZEDUKITS

Section	Question #	Question	Response
1	10.a	How many PAGE schools in the province received ZEDUKITS?	<input type="text"/> <input type="text"/>
	10.b	How many per school?	<input type="text"/> <input type="text"/>

### 1.11. Page school clubs

Section	Question #	Question	Response
1	11.a	How many PAGE schools in the province with girls clubs?	<input type="text"/> <input type="text"/>

	<b>11.b</b>	How many PAGE schools in the province with HIV / AIDS clubs?	<input type="text"/> <input type="text"/>
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### 1.12. Computers

Section	Question #	Question	Response
1	<b>12.a</b>	How many computers did you receive from UNICEF?	<input type="text"/> <input type="text"/>
	<b>12.b</b>	When did you receive them?	
	<b>12.c</b>	How many are still in working order?	<input type="text"/> <input type="text"/>
	<b>12.d</b>	What are you using them for? a. Keeping records b. Keeping school data d. Typing minutes for meetings c. Other specify	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

## Section 2: For District education officer

### 2.1. General information

Section	Question #	Question	Response
2	1.a	Name of district?	
	1.b	Number of schools in district?	<input type="text"/> <input type="text"/>
	1.c	Number of PAGE schools in the district?	<input type="text"/> <input type="text"/>
	1.d	Number of teachers in district? Female teachers Male teachers	<input type="text"/> <input type="text"/>
			<input type="text"/> <input type="text"/>
	1.e	How many of these are trained? Female Male	<input type="text"/> <input type="text"/>
<input type="text"/> <input type="text"/>			
	1.f	How many of these have received PAGE training? Female Male	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>



## 2.2. Affirmative action

Section	Question #	Question	Response	
2	2.a	How many women are in management positions at the district level?		
		DEO	<input type="text"/> <input type="text"/>	
		EO	<input type="text"/> <input type="text"/>	
		DIS 1	<input type="text"/> <input type="text"/>	
	2.b	How many men are in management positions at the district level?	DIS 2	<input type="text"/> <input type="text"/>
			DEO	<input type="text"/> <input type="text"/>
			EO	<input type="text"/> <input type="text"/>
DIS 1	<input type="text"/> <input type="text"/>			
2.c	At what management level is the PAGE focal person?	DIS 2	<input type="text"/> <input type="text"/>	

	<b>2.d</b>	Number of men and women promoted to management positions during the following years?				
		<b>Year</b>	<b>Women</b>	<b>Position</b>	<b>Men</b>	<b>Position</b>
		1998				
		1999				
		2000				
		2001				
		2002				

### 2.3. Boreholes

Section	Question #	Question	Response
2	3.a	How many PAGE schools have boreholes?	<input type="text"/> <input type="text"/>
	3.b	How many boreholes in each school?	<input type="text"/> <input type="text"/>
	3.c	When was each borehole sunk?	
	3.d	Who sunk the boreholes?	
	3.e	How many are still in working order?	<input type="text"/> <input type="text"/>
	3.f	How many are not in working order?	<input type="text"/> <input type="text"/>

	<b>3.f</b>	Who uses these boreholes?	
		4) School	<input type="checkbox"/>
		5) Community	<input type="checkbox"/>
		6) Other (specify)	

#### 2.4. VIP Latrines

Section	Question #	Question	Response
<b>2</b>	<b>4.a</b>	How many PAGE schools have VIP latrines?	<input type="text"/> <input type="text"/>
	<b>4.b</b>	How many of these have been completed?	<input type="text"/> <input type="text"/>
	<b>4.c</b>	Of those completed how many are in use?	<input type="text"/> <input type="text"/>

#### 2.5. Family PAC

Section	Question #	Question	Response
2	5.a	How many schools in District the received Family PACs?	<input type="text"/> <input type="text"/>
	5.b	How many Family PACs per school?	<input type="text"/> <input type="text"/>
	5.c	How many schools are using the Family PAC?	<input type="text"/> <input type="text"/>
	5.d	Has the Family PAC been translated into local language(s)	<input type="checkbox"/>

## 2.6. Community involvement

Section	Question #	Question	Response
2	6.a	<p>In what areas is the school working with the community?</p> <p>1. Building teachers houses</p> <p>2. Building Latrines</p> <p>3. Repairing boreholes and Latrines</p> <p>4. Rehabilitation of school buildings</p> <p>5. Other specify</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Section	Question #	Question	Response
2	6.b	Have you had any capacity building in working with the community?	<input type="checkbox"/>
	6.c	What kind of capacity building?	<input type="checkbox"/> Training in community mobilization <input type="checkbox"/> T.O.T. in community mobilization <input type="checkbox"/> Interaction with community

### 2.7. Performance at grade 7 level

Section	Question #	Question	Response	
2	7.a	Number of pupils proceeding to grade 8 by National cut off points:	2000	2001
			<input type="text"/>	<input type="text"/>
		Girls	<input type="text"/>	<input type="text"/>
		Boys	<input type="text"/>	<input type="text"/>

	<b>7.b</b>	Number of pupils proceeding to grade 8 by Basic school cut off points:		
		Girls	<input type="text"/>	<input type="text"/>
		Boys	<input type="text"/>	<input type="text"/>

## 2.8. Grants

Section	Question #	Question	Response
2	8.a	Number of PAGE schools in District that received grants?	<input type="text"/>
	8.b	How much?	
	8.c	From whom?  GRZ  UNICEF  Other specify	<input type="text"/> <input type="text"/>
	8.d	When?	

## 2.9. Module 7

Section	Question #	Question	Response
2	9.a	How many PAGE schools received Module 7 in the district	<input type="text"/>

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## 2.10. Bicycles

Section	Question #	Question	Response
2	10.a	How many PAGE schools in the District received Bicycles?	<input type="text"/> <input type="text"/>
	10.b	How many per school?	<input type="text"/> <input type="text"/>
	10.c	Who uses them? Head teacher PAGE teacher other teachers	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	10.d	How often are they used? Weekly Monthly Have not started using them yet	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

## ZEDUKITS

Section	Question #	Question	Response
2	11.a	How many PAGE schools in the District received ZEDUKITS?	<input type="text"/> <input type="text"/>

	<b>11.b</b>	How many per school?	<input type="text"/> <input type="text"/>
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### 2.12. Page school clubs

Section	Question #	Question	Response
<b>2</b>	<b>12.a</b>	Are there any HIV/AIDS PAGE activities at district level?	<input type="checkbox"/>
	<b>12.b</b>	If yes state activities:	

### 2.13. Computers

Section	Question #	Question	Response
<b>2</b>	<b>13.a</b>	How many computers did you receive from UNICEF?	<input type="text"/> <input type="text"/>
	<b>13.b</b>	When did you receive them?	
	<b>13.c</b>	How many are still in working order?	<input type="text"/> <input type="text"/>
	<b>13.d</b>	What are you using them for? 1.Keeping records 2.Keeping school data 3.Typing minutes for meetings 4.Other specify	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



### **Section 3: For school head teachers**

#### **3.1. School particulars**

<b>Section</b>   <b>3</b>	<b>1.a District</b>	
	<b>1.b Name of school</b>	
	<b>1.c Type of school</b>	GRZ <input type="checkbox"/> Community <input type="checkbox"/>
	<b>1.d Grade of school</b>	Lower basic <input type="checkbox"/> Middle <input type="checkbox"/> Upper <input type="checkbox"/>
	<b>1.e Number of pupils</b>	Boys <input type="checkbox"/> Girls <input type="checkbox"/>

### 3.2. Affirmative action – current situation

<b>Section</b>	<b>Question #</b>	<b>Question</b>	<b>Response</b>
<b>3</b>	<b>2.a</b>	Head teacher of school? Female <input type="checkbox"/> Male <input type="checkbox"/>	
	<b>2.b</b>	How long have you been head teacher at this school?	
	<b>2.c</b>	Number of teachers in the school? Female <input type="text"/> <input type="text"/> Male <input type="text"/> <input type="text"/>	
	<b>2.d</b>	Number of trained teachers in the school? Female <input type="text"/> <input type="text"/> Male <input type="text"/> <input type="text"/>	

	<b>2.e</b>	Senior teacher	Female	<input type="checkbox"/>																																		
			Male	<input type="checkbox"/>																																		
	<b>2.f</b>	Head of department	Female	<input type="checkbox"/>																																		
			Male	<input type="checkbox"/>																																		
	<b>2.g</b>	Deputy Head	Female	<input type="checkbox"/>																																		
			Male	<input type="checkbox"/>																																		
	<b>2.h</b>	How many Women and Men have been promoted to senior management positions each year?																																				
		<table border="1"> <thead> <tr> <th>Year</th> <th>Women</th> <th>Position</th> <th>Men</th> <th>Position</th> </tr> </thead> <tbody> <tr> <td>1998</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1999</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2000</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2001</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2002</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year	Women	Position	Men	Position	1998					1999					2000					2001					2002										
Year	Women	Position	Men	Position																																		
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### 3.3. Boreholes

Section	Question #	Question	Response
<b>3</b>	<b>3.a</b>	How many boreholes in the school?	<input type="text"/> <input type="text"/>
	<b>3.b</b>	How many boreholes are operational?	<input type="text"/> <input type="text"/>
	<b>3.c</b>	When was each borehole sunk?	
	<b>3.d</b>	Who sunk the boreholes?	

	<b>3.f</b>	Who use these boreholes? 1) Teachers 2) Pupils 3) Community	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>3.g</b>	Is there any kind of maintenance of boreholes?	<input type="checkbox"/>
	<b>3.h</b>	Who does the maintenance? 1.Community 2.Paid person 3.Teachers 4.Other specify	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

### 3.4VIP Latrines

Section	Question #	Question	Response
3	4.a	How many operational VIP latrines in each school for:  <div style="text-align: right;"> <b>Staff:</b>  Female teachers <input type="text"/> <input type="text"/>  Male teachers <input type="text"/> <input type="text"/>  <b>Pupils:</b>  Female <input type="text"/> <input type="text"/>  Male <input type="text"/> <input type="text"/> </div>	
	4.b	When were they completed?	
	4.c	Number of incomplete and abandoned VIP Latrines?	<input type="text"/> <input type="text"/>
	4.d	Number of VIP Latrines still under construction?	<input type="text"/> <input type="text"/>
	4.e	Number of VIP Latrines with hand washing facilities? (Observe if washing facilities are being used)	<input type="text"/> <input type="text"/>

### 3.5. Family PAC

Section	Question #	Question	Response
3	5.a	Has the school received Family PAC?	<input type="checkbox"/>
	5.b	How many?	<input type="text"/> <input type="text"/>

	<b>5.c</b>	When?	
	<b>5.d</b>	Are they being used?	<input type="checkbox"/>
	<b>5.e</b>	By whom?	<div>PAGE teacher <input type="checkbox"/></div> <div>Teachers <input type="checkbox"/></div> <div>Parents <input type="checkbox"/></div> <div>Pupils <input type="checkbox"/></div>
	<b>5.f</b>	Have the parents been trained in the use of the manuals?	<input type="checkbox"/>
	<b>5.h</b>	Have the manuals been translated into local language(s)	<input type="checkbox"/>

### 3.6 Community involvement

Section	Question #	Question	Response
<b>3</b>	<b>6.a</b>	In what areas is the school working with the community?	
		1. Building teachers houses	<input type="checkbox"/>
		2. Building Latrines	<input type="checkbox"/>
		3. Repairing boreholes and Latrines	<input type="checkbox"/>
		4. Rehabilitation of school buildings	<input type="checkbox"/>
		5. Other specify	

Section	Question #	Question	Response
3	6.b	Have you had any capacity building in working with the community?	<input type="checkbox"/>
	6.c	What kind of capacity building?	<input type="checkbox"/> Training in community mobilization <input type="checkbox"/> T.O.T. in community <input type="checkbox"/> Interaction with community
	6.d	Under what program did you receive the capacity building?	
	6.e	Does community have an action plan?	<input type="checkbox"/>

### 3.7 Performance at Grade 7 level

Section	Question #	Question	Response
3	7.a	Number of pupils proceeding to grade 8 by National cut off points: <div style="text-align: right;">Girls</div> <div style="text-align: right;">Boys</div>	<b>2000</b> <div style="text-align: right;"> <input type="text"/> <input type="text"/>  <input type="text"/> <input type="text"/> </div>

	<b>7.b</b>	Number of pupils proceeding to grade 8 by Basic school cut off points: <div style="float: right; text-align: right;"> <div>Girls</div> <div>Boys</div> </div>	<div style="float: right; text-align: right;"> <div><input type="text"/></div> <div><input type="text"/></div> </div>
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### 3.8 Grants

Section	Question #	Question	Response
<b>3</b>	8.a	Has your school received a grant?	<input type="checkbox"/>
	8.b	How much?	
	8.c	From whom? <div style="text-align: right;">             GRZ              UNICEF              Other specify           </div>	<div style="text-align: right;"> <input type="checkbox"/>  <input type="checkbox"/> </div>
	8.d	When?	
	8.e	What did you do with it? a. Organised training workshops b. Rehabilitated classrooms c. Bought desks d. Other specify	<div style="text-align: right;"> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </div>



### 3.9 Module 7

Section	Question #	Question	Response
3	9.a	Did this school receive module 7?	<input type="checkbox"/>
	9.b	<i>How many copies?</i>	<input type="text"/> <input type="text"/>
	9.c	When did you receive them?	
	9.d	Who uses them? All teachers PAGE teacher Head teacher	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	9.e	Where are they now? With the teachers With PAGE teacher With head teacher In the store room (Physical check)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

### 3.10 Bicycles

Section	Question #	Question	Response
3	10.a	Did this school receive Bicycles?	<input type="checkbox"/>
	10.b	<i>How many?</i>	<input type="text"/> <input type="text"/>

	<b>10.c</b>	When did you receive them?	
	<b>10.d</b>	Number of bicycles still in use?	<input type="text"/> <input type="text"/>
	<b>10.e</b>	Who uses them? Head teacher PAGE teacher Other teachers	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>10.f</b>	For what purposes? Community mobilization To check up on pupils Other Specify	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>10.g</b>	Is there any kind of maintenance of bicycles? Who does the maintenance? Community Paid person Teachers Other Specify	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

### 3.11. ZEDUKITS

Section	Question #	Question	Response
3	11.a	Does this school have ZEDUKITS?	<input type="checkbox"/>
	11.b	How many?	<input type="text"/> <input type="text"/>
	11.c	When did the school receive them?	

	<b>11.d</b>	Number of kits still in use?	<input type="text"/> <input type="text"/>
	<b>11.e</b>	Who uses them? <div style="text-align: right;">Head teacher</div> <div style="text-align: right;">PAGE teacher</div> <div style="text-align: right;">Other teachers</div>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<b>11.f</b>	How often are they used? <div style="text-align: right;">a. Weekly</div> <div style="text-align: right;">b. Monthly</div> <div style="text-align: right;">c. Have not started using them yet</div>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

### 3.12 PAGE School clubs

Section	Question #	Question	Response
<b>3</b>	<b>12.a</b>	Does this school have girls clubs?	<input type="checkbox"/>
	<b>12.b</b>	<i>How many?</i>	<input type="text"/> <input type="text"/>

	<b>12.c</b>	What kind? <div style="text-align: right;">           HIV / AIDS <input type="checkbox"/>            Girl guides <input type="checkbox"/>            Sports <input type="checkbox"/>            Drama <input type="checkbox"/>            Girl child committee <input type="checkbox"/>            Other (specify) <input type="checkbox"/> </div>
	<b>12.d</b>	How many Boys and Girls are involved in HIV / AIDS clubs? <div style="text-align: right;">           Boys <input type="checkbox"/>            Girls <input type="checkbox"/> </div>
	<b>12.e</b>	How often do they meet? <div style="text-align: right;">           Weekly <input type="checkbox"/>            Monthly <input type="checkbox"/>            Other (specify) <input type="checkbox"/> </div>

### 3.12. PAGE capacity building

Section	Question #	Question	Response
3	13.a	How many teachers have attended PAGE training workshops?	<input type="text"/> <input type="text"/>
	13.b	Number of PAGE workshops held at the school?	<input type="text"/> <input type="text"/>

	<b>13.c</b>	<i>Number of workshops attended per teacher</i>	<input type="text"/>
	<b>13.d</b>	<i>Duration of workshops:</i>	<input type="text"/>
	<b>13.e</b>	<i>Date of last workshop attended?</i>	<input type="text"/>
	<b>13.f</b>	<i>At what level was the workshop?</i> 1.District 2.School 3.Other specify	<input type="text"/>
	<b>13.g</b>	<i>Who attended the workshop?</i> 1.Headteacher 2.PAGE teacher 3.Other teachers	<input type="text"/>